Overview

Latin America faces heightened social change in the early 21st century. Its 33 nations have been swept up into the process of globalization. Old identities are becoming 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 513 years ago remain in place. But those structures - and the struggles against them - are undergoing dramatic transformation. The early 21st century is an uncertain moment for Latin America. It will be a time of rising social conflict, political mobilization, 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 of Selected Articles and Book Chapters, Grafikart, 6550 Pardall Road, Isla Vista. Ph: 968-1485.

**Grading and Course Requirements**

There will be two take-home exams, one mid-term and one final, each of which will count for 20 percent of your grade. There will be two in class group assignments for 5 points each, two take home assignments for five points each, and three in class quizzes for 5 points each. There will be a term paper for 25 points. Details of all these assignments will be announced in class.

Two exams: 2 x 20: 40
Three take-homes: 3 x 5: 15
Four quizzes: 4 x 5: 20
Term paper: 1 x 25: 25
TOTAL 100

PLEASE NOTE MY POLICY ON THE TWO EXAMS: IF YOU ARE SATISFIED WITH THE GRADE ON YOUR FIRST EXAM YOU MAY HAVE IT COUNT TWICE RATHER THAN TAKING THE FINAL.

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.
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.

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. In addition, the exams and the essay 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.

**Term Papers**

CHOOSING A TOPIC. You should chose 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; patterns of Latin American immigration to California; the conflict in Central America in the 1980s; 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 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 RECEIVE MY VERBAL APPROVAL FOR YOUR PAPER TOPIC.**

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)

Jan. 6: Introduction to course: What is Latin America? What is social change in Latin America? What is development?

No readings for this first class.

Jan. 13: Uneven Development in the World Capitalist System: Poverty, Inequality, and
Social Justice; Theories of Development, Underdevelopment, and Social Change.


Jan. 20: Conclusion of Uneven Development…, and Pre-Colombian Societies.

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

Films: Hungry for Profits

Jan. 27: Catch-Up and Film.

NOTE: NO READINGS DUE FOR THIS MEETING, BUT THERE ARE MANY READINGS FOR NEXT WEEK….GET A JUMP START

Film: Global Assembly Line

First take home assignment: Write a two-page (double-spaced) brief of your analytical impressions of these films and their relation to the course.

THIS ASSIGNMENT IS DUE ON FEB. 3.

Note: no readings for this meeting but you should get a jump start on the next weeks’ readings, as there is a lot of it.

Feb. 3: The Stages of Latin America=s Incorporation into the World Capitalist System. 1. Themes: The Conquest, myth and reality; precious metals and minerals; exportcrop plantations; dependent industrialization, globalization,


Feb. 10: Continuation of The Stages of Latin America’s Incorporation into the World Capitalist System.
Read: Green, chapter 5, “Industrialization, the Debt Crisis, and Neo-Liberalism, and, Robinson, “Global Crisis and Latin America” (in reading packet).

Second take home assignment: See any of the following home videos: Missing; Romero; El Norte; Central Station, and write up a two-page (double-spaced) brief on the film and how it is related to what we have been covering in course.

THIS ASSIGNMENT WILL BE DUE ON FEB. 17.

First Exam: questions will be distributed.

THE EXAM MUST BE TURNED IN ON FEB. 17.

Feb. 17: Revolutions and the Struggle for Social Change in Latin America


Film: Che Guevara


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

Film: “The Panama Deception”

Third 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 March 10.
March 3: 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”.

March 10: Case Study: Guatemala and the Indigenous Struggle, discussion of Rigoberta Menchu

Read: *I, Rigoberta Menchu*

Film: Winds of Memory

**Third Take Home Assignment Due Today:**

**QUESTIONS FOR FINAL EXAM FOR THOSE WHO WISH TO DO IT WILL BE DISTRIBUTED TODAY.**

**FINAL EXAM MUST BE Turned IN BY THURSDAY, MARCH 17**

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**Supplemental Bibliography**

**General Readings on Development and Social Change**

- **C** Leslie Sklair (editor), *Capitalism and Development* (London: Routledge, 1995).
Samir Amin, numerous works, including: *Unequal Development, Accumulation on a World Scale; Maldevelopment, Eurocentrism; Empire of Chaos*, etc.


V.I. Lenin, *Imperialism: The Highest Stage of Capitalism* (1917)


Eric Wolf, *Europe and the People Without History* (UC Press, 1982)

Alvin So, *Social Change and Development* (Sage, 1990)


Kevin Danaher (ed). *50 Years is Enough* (Boston: South End, 1994).


Susan George, *A Fate Worse than Debt: The World Financial Crisis and the Poor* (San Francisco: Food First Institute, 1988).


Richard Peet, *Theories of Development* (New York: Guilford Press, 1999)


**Readings on Latin America**


Bernal Diaz, *The Discovery and Conquest of Mexico* (various editions).


Mario Barrera, *Race and Class in the Southwest* (University of Notre Dame Press, 1979)


Greg Urban and Joel Sherzer (eds.), *Nation-States and Indians in Latin America* (Austin: University of Texas Press, 1991)


Julie D. Shayne, *The Revolution Question: Feminisms in El Salvador, Chile, and Cuba* (Rutgers University Press, 2004);


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**Journals and Periodicals**

**On Latin America**

- *Latin American Perspective* (journal)
- *Latin America Research Review* (journal)
- *Journal of Latin American Studies* (journal)
- *Latin American Politics and Society* (journal)
- *Bulletin of Latin American Research* (journal)
- *NACLA Report on the Americas* (bi-monthly)
- *Latin America Weekly Report* (weekly)
- *Central America Report* (weekly)

**On Development, Social Change, and the Third World**

- *Development and Change* (journal)
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