

GETTYSBURG COLLEGE

DEPARTMENT OF SOCIOLOGY AND LATIN AMERICAN STUDIES

Dr. Emelio Betances

Fall 2016

Meeting times: MWF 9:00 TO 9:50

Office hours: GLATFELTER 110C. Classroom: G-104

MONDAYS AND FRIDAY: 2 – 4 P.M. OR BY APPOINTMENT.

Email: ebetance@gettysburg.edu

Final examination: Friday, December 16, 2016 at 1:30 p.m.

SOCIAL DEVELOPMENT OF LATIN AMERICA (SOC/LAS 262).

GENERAL OBJECTIVES:

This is a study of the development of social development by focusing on the formation of the state, the dominant elites, and the subordinated groups. It first analyses the formation of the state and the dominant elites and, then, proceeds to examine the development of the subordinated groups by studying social movements past and present. It uses the theoretical framework of the sociology of domination and subordination to examine these developments.

OUTCOMES:

Part I:

- Learn about the historical background to understand the process of state and elite formation in the region.
- Study about the different models of state and elite formation.
- Understand how state formation is linked to the development of national elites.

- Comprehend the relation between regime formation, and authoritarianism, liberal democracy.

Part II:

- Comprehend the significance of Latin American social movements as part of larger political project to challenge the domination of national elites.
- Recognize the importance of Latin American social movements and their repercussions on social and political developments.
- Identify the patterns of development of social movements in the region.
- Analyze the development of social movements in Bolivia in comparison to social movements in the region.

2. GOALS OF THE COURSE.

- Introduces students to a comparative historical and sociological analysis of Latin American societies.
- Analyzes how Latin American elites imitated the development of societies in Europe and the United State.
- Studies the impact of foreign affairs on national development.
- Explores **the variety of strategies used by Latin American States** to deal with social movements.
- Examines how social movements emerged simultaneously with the modern capitalist state.
- Considers the transnational dimension of social movement in the context of globalization.

Sociology/LAS 262 and the Gettysburg College Curriculum

The Gettysburg College Curriculum is organized around four major components: learning how to look at the world from multiple perspectives (multiple inquiries); learning how to combine different perspectives to form a deeper understanding of the social world (integrative thinking); learning how to share knowledge and information with others in a clear and effective manner (effective communication); and learning how to use the knowledge and information gained to make a contribution to communal life (informed citizenship). This class touches upon all of the components of the College curriculum. Thus, not only we will look at various theoretical perspectives (multiple inquiries), you will also be encouraged to combine the insights that you gain from this class with those of other classes that you are taking (integrative thinking). The research papers, class assignments, and exams of this class will also be opportunities to improve how you communicate knowledge and information to others (effective communication). Lastly, this class will enhance your ability to be an informed citizen by helping you to better understand how and why aspects of social life are the way that they are (informed citizenship).

Requirements: Supervised Students' Work

Assignments:

- 1) **Paper proposal:** In preparing the proposal students must read five journal articles, look for at least five books on the topic of research, elaborate a bibliography. Then, they will write a research proposal of at least two pages. The proposal must reflect that students have actually read five journal articles and perused over some of the books. Final paper must content an

abstract and three key words used in the paper, which must be noted below the abstract. Consultation with instructor is a must = 10 hours.

- 2) Attend a **library workshop** for one hour instruction given by a librarian = **1 hour**
- 3) **Researching and writing a 15-page research paper** includes: Reading 5 books and re-reading articles gathered for the proposal, writing the research paper, taking it over to the Writing Center to check grammar and structural organization, and finally, editing the final copy = **18 hours**.
- 4) **Attend two lectures** or activities of the Latin American Studies Program= **3 hours**.
- 5) **Read a novel** assigned by the instructor= **6 hours**.
- 6) **Writing a review** of the novel includes reading at least three professional reviews of the novel published in academic journal = **4 hours**.

Total amount of hours for six supervised assignments = 42 hours.

CLASS PARTICIPATION, ATTENDANCE, GRADING POLICY, DUE DATES, AND READINGS

This course is taught in a seminar format. This means that students must come prepared for every class.

The instructor will provide questions for reading materials and will ask students to provide written responses for specific chapters. It will be announced in class when students must provide written responses. Class participation is an integral part of this course and crucial for its successful completion. Thus, attendance is mandatory. However, students will be allowed one non-excused absence. Additional absences will have a negative impact on the grade. Students must keep in mind that class participation must be meaningful, which requires reading the assigned materials before coming to class. Sports events will not qualify for excused absences.

Students will take two in-class examinations that must be taken as scheduled; assignments must be delivered on specified dates. Make-up examinations may

be provided for students with an official excuse. Should a student know that she/he will be absent on the day of an examination, she/he must discuss this with instructor as soon as possible. In case of unforeseen absences (illness or other emergencies), students must notify the instructor as soon as possible, preferably before or on the day of the examination is scheduled.

Students must buy a memory stick to save their work. Excuses such as a computer failure the night before a paper is due will not be acceptable. **All cell phones and computers must be off during class time. Students caught texting will be excused the first time. Subsequently, for each time a student is caught texting he/she will lose half a letter grade. However if a student really needs a computer to take notes, she/he must ask for permission from the instructor.**

REQUIRED READINGS: E. Bradford Burns and Julie A. Charlip.2011. **Latin America. A Concise Interpretive History**. Pearson/Printice Hall: Upper Saddle River, New Jersey. Richard Stahler-Sholk, Harry E. Vanden, and Mark Becker(editors).Rethinking Latin American Social Movements: Radical Action from Below. Rowman and Littlefield (2014). Betances, Emelio and Figureoa-Ibarra, Carlos, (Editors). *Popular Sovereignty and Constituent Power in Latin America: Democracy from Below* (Palgrave: Forthcoming in November, 2016; instructor will provide electronic version to students). **One Hundred Years of Solitude** by Gabriel Garcia Marquez.Students will also read additional journal articles that appear below in the appropriate week.

INSTRUCTIONS FOR THE RESEARCH PAPER

The research paper proposal is the first step in preparing an excellent paper. Students must explain why they have chosen a given topic and provide at least two important research questions about their subject of study. **It is thus necessary that students read three research articles or portions of a book or two in order to prepare their proposals.** Furthermore, it is essential that students come to the instructor's office for consultation. Consultations will be useful to choose and define topics, discuss the appropriate theoretical framework for the research questions, and select important bibliographical information. I will hand out a series of topics during the first week of classes so students can get their work started as

soon as possible.

The paper must include a bibliography and proper references. Papers must have a minimum of 15 pages, title, introduction, body, and conclusion. Students must number all the pages and sign the honor code at the end of the paper. Students should consult with the Writing Center at the CUB (extension 7574) to ensure the use of proper grammar and excellent organizational mechanics. **Again, students must buy a memory stick to save their work. Excuses such as a computer failure the night before a paper is due will not be acceptable.**

It is expected that students will read five journal articles prior to writing their papers. The proposal must include a preliminary bibliography which indicates students have really started doing serious research. They will receive a list of academic journals from which they are expected to choose their articles. In addition, they will set up an appointment with Mallory Jallas, our librarian, to guide them through internet use, journals, reference materials, and books. The instructor will be available during office hours or by appointment.

In the final version of their research papers, students must demonstrate that they have actually read at least five journal articles and consulted no less than five books. **In addition, they must attach the research proposal to the final paper. If a student changes his/her research topic without consultation with the instructor will receive an F on the research paper.**

INSTRUCTIONS FOR REVIEWING THE NOVEL “ONE HUNDRED YEARS OF SOLITUDE” BY GABRIEL GARCIA MARQUEZ

A book review is not a book report. A book report tells us what the book says. A review seeks to put the work under discussion in the larger context of the

literature and how effectively the author communicates his/her arguments to the readers. Summarizing the content of the book is important, but it should not take more than three pages. The real task is to think about the book, how it relates to this course, and what it means.

Two-third of the review must focus on the following areas: 1) What is the meaning of the family in *One Hundred Years of Solitude* and who plays the central role in its organization? 2) What is the role of the Catholic Church and how do the people of Macondo view it? 3) What is the impact of the banana plantations on Macondo and how did locals react to its intervention in their lives? 4) What is your evaluation of the novel and why do you hold that evaluation? These four parts are not necessarily separate, but you must address them. Take time to read this novel, think about it as you read it and try to summarize it in your own words. Avoid lengthy quotes.

This review must have ten (10) double-spaced pages. It must include a title page, indicating the title of the book, author's name, your name, date, course, and instructor's name. Please put numbers on the pages. Good grammar and correct spelling are essentials, so consult with the Writing Center on the second floor of the CUB. This review must include a bibliography and proper references.

In preparing their book reviews, students should consult journals that specialize in Latin American literature. They must demonstrate that they will have read two journal articles. A number of journals can be found in the College library. The MLA (Modern Languages Association) or Lanic web sites can be useful. Go to the site, type the name of the novel and you will find the latest reviews. You might want to look at studies on novels about on dictatorships in Latin America. Reviews and studies on these novels will enable you to understand "One Hundred Years of Solitude" much better. Start working on this project right away!

GRADING POLICY:

Examination 1: 25

Examination 2: 25

Research paper proposal: 5

Research paper: 25

Critical review: 10

Films, lectures, and
class participation: 10

IMPORTANT DUE DATES:

Research workshop at the Library, 9/12

Research paper proposal due on 10/3

Mid-term examination, 10/12.

Discussion of One Hundred Years of Solitude, 11/7

Review of One Hundred Years of Solitude, 11/14

Research paper, 11/21

Final Examination. Friday, December 16, 2016 at 1:30 p.m.

Latin American Studies Lectures series, Fall, 2016

Students must attend two of these lectures and be prepared for a class discussion. They will be required to sign as an indication of attendance. All presentations will be at 6:30 P.M. (McCreary Hall, Bowen Auditorium).

Monday, September 19

Michele Reid-Vazquez, Assistant Professor, Africana Studies, University of Pittsburgh

“Conspiracies of Liberty: Cuba and Jamaica in the Age of Revolution”

Monday, October 17

Paul Austerlitz, Professor, Sunderman Conservatory of Music/AFS, Gettysburg College

"Who Is Babalú?: Afro-Cuban Music and Culture in the U.S. Mainstream"

Thursday, November 17

Gerardo Rénique, Associate Professor, History, City College of New York

“Extractivism and the Changing Landscapes of Struggle and Solidarity in Peru”

CONTENTS OF THE COURSE

PART 1: STATE AND ELITE FORMATION IN LATIN AMERICA: TOWARDS A SOCIOLOGY OF DOMINATION

Week 1: 8/29 - 9/2 **THE EMERGENCE OF THE NEW NATIONS.** Bradford Burns, chapters 3 and 4.

Week 2: 9/5 - 9/9: **MODERN STATE AND SOCIETY.** Bradford Burns, **chapter 5.** Film: The Price of Freedom, final section of the Buried Mirror Series will be on 9/7.

Week 3: 9/12 - 9/16: **NEW ACTORS IN AND OLD STAGE: THE MEXICAN REVOLUTION.** Bradford Burns, chapters 6 and 7. ***Library Workshop is scheduled on 9/12.***

Week 4: 9/19 - 9/23: **THE POPULIST STATE AND THE REVOLUTIOARNY OPTION.** Chapters 8 and 9.

Week 5: 9/26 - 9/30: **TRANSITION TO LIBERAL DEMOCRACY, DEBT CRISIS, AND THE NEO-LIBERAL GLOBALIZATION FROM THE 1980'S TO 2015.** Chapters 10 and 11.

PART II: TRANSFORMING STATE AND SOCIETY FROM BELOW: TOWARDS A SOCIOLOGY OF SUBORDINATION.

Week 6: 10/3 - 10/7 **SOCIAL MOVEMENTS IN THE TWENTY-FIRST CENTURY: THEORETICAL PERSPECTIVES,** Introduction and Dario Azzellini's Constituent Power in Betances and Figueroa-Ibarra. ***Research paper proposal due: 10/3.***

READING DAYS: OCTOBER 10 – 11

Mid-term examination: 10/12.

PART III: MOVEMENT DYNAMICS, STRATEGIES AND IDENTITIES

Week 7: 10/12 - 10/17: Mexico: The Challenge of Social Movements, Carlos Figueroa-Ibarra in Betances and Figueroa-Ibarra.

Week 8: 10/19 - 10/24: **Brazil: Social Movements and New Sources of Empowerment, chapters 5, 9 in Rethinking Latin American Social Movements and Nathalie Lebon in Betances and Figueroa-Ibarra.**

PART IV: DEALING WITH THE (RECONSTITUTED) STATE

Week 9: 10/26 - 10/31: Mexico, Argentina, and the Dominican Republic
Chapters 10, 11 in **Rethinking Latin American Social Movements and Betances in Betances and Figueroa-Ibarra**

Week 10: 11/2 – 11/7: Venezuela, Ecuador, and Bolivia;
Chapters 13, 14, and 15 in *Rethinking Latin American Social Movements*.

PART V: TRANSNATIONAL ORGANIZING

Week 11: 11/9 – 11/14: Horizontalism and the New Challenges for Social Movements. Chapters 16 and 17. **Discussion of One Hundred Years of Solitude is scheduled on 11/9. Critical Review of One Hundred Years of Solitude is due 11/14.**

PART VI: BOLIVIA: A CASE STUDY OF SOCIAL MOVEMENTS

Week 12: 11/16 - 11/21: **Bolivia under Evo Morales.** See “Morales’s MAS Government: Building Indigenous Popular Hegemony in Bolivia” in Latin American Perspectives, Issue 172, Vol. 137, No. 3, May 2010, 18-34. Also read Educado Cordova in Betances and Figueroa-Ibarra. ***Research Paper is due:*** 11/21.

THANKSGIVING RECESS BEGINS Monday, November 22 at 5 p.m. and ends November 28 at 8 a.m.

Week 13: 11/28 - 12/2: **BUILDING INDIGENOUS POPULAR HEGENOMY.** See “Evo Morales and the Altiplano: Notes for an Electoral Geography of the Movimiento al Socialismo, 2002-2008” in Latin American Perspectives, Issue 172, Vol. 37, No. 3, May 2010, 91-106; “Introduction: Bolivia under Morales: Consolidating Power, Initiating Decolonization” in Latin American Perspectives, Issue 172, Vol. 37, No. 3, May 2010, pp. 5-17 and “Introduction Bolivia under Morales: National Agenda, Regional Challenges and the Struggle for Hegemony in Latin American Perspectives Issue 173, Vol. 37, No. 4, July 2010, pp.5-20.

Week 14: 12/5 – 12/9: **DECOLONIZATION, SOCIAL CITIZENSHIP, AND CONSTITUTIONAL REFORMS.** See “Decolonization Paradoxes: The (Re)envisioning of Health Policy in Bolivia” in Latin American Perspectives, Issue 172, Vol. 37, No. 3, May 2010, pp. 139-159; “Confounding Cultural Citizenship and Constitutional Reform in Bolivia” in Latin American Perspectives, Issue 172, Vol. 37, No., May 2010, pp. 71-90; “When States Act Like Movements: Dismantling Local Power and Seating Sovereignty in Post-Neoliberal Bolivia” in Latin American Perspectives, Issue 173, Vol. 37, No. 4, July 2010, pp. 48-66. Betances, Emelio. “Bolivia: Evo Morales and the Refereundum of 2016.” (Instructor will provide an electronic version of this article).

FINAL EXAMINATION: Friday, December 16, 2016 at 1:30 p.m.