

LALS 80R: ORGANIZING ACROSS THE AMERICAS

Tues/Thurs 12-1:45 pm, Stevenson Academy 175

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Office Hours: Wednesdays, 2:30-4 pm & by appointment

Course Description:

Why do people organize – or act collectively – to achieve shared goals? *How* do people do it? What effects does collective action have for the people participating and for the societies within which they live? This course will examine these questions through exploring diverse cases of collective action – both historical and contemporary – from Brazil, Bolivia, El Salvador, Mexico, Nicaragua, and the United States. The first part of the course will introduce basic concepts and definitions associated with the study of collective action, drawing on the disciplines of political science, sociology, and economics. In the second part of the course, we will use films, texts and guest speakers to examine multiple forms of collective action: revolutions, social movements, rebellions, protests, as well as forms of “everyday” collective action. The third part of the course will present an in-depth case study of organizing in the United States. While this course highlights a range of complex issues around which struggles in the Americas have centered, students will find that the analytical frameworks learned will give them a language, concepts and investigative tools to study different kinds of social organizing across regions and issues.

Required Texts:

- 1) Carlos Muñoz. (1989) *Youth, Identity, Power: The Chicano Movement*. New York: Verso.
- 2) Course Reader.

Both texts will be available for purchase at the Literary Guillotine, located at 204 Locust Street in downtown Santa Cruz (831-457-1195). The Muñoz book will also be on reserve at the library for the duration of the quarter.

Note: you will also be responsible for material contained in films, handouts and other supplements to the readings.

All articles and book chapters from the reader are also available via ecommons. To access ecommons:

- 1) Go to <http://ecommons.ucsc.edu>.
- 2) Create a password. See the sections entitled “How to use CruzID account...” and “Start up help for students” for assistance.
- 3) Log in. Enter your CruzID Gold and your new password. Your CruzID is the first part of your UCSC e-mail address (your user name, typically your first initial and last name).
- 4) Click on the “Resources” link to access the readings.

Course Requirements:

1. **Attendance and participation.** (20%) Your attendance grade has the following components:
 - a. Attendance at lectures. Attendance at lectures is required. If you foresee having to miss a class during the quarter, please contact me in advance.

- b. Participation in class discussions and activities. All reading assignments are to be completed before the class period for which they were assigned. You will be expected to participate and *will do much better in the course* if you come prepared to do so.
 - c. Submission of a discussion question relative to the readings assigned for that day by 10 am the day of class. You will submit your discussion question electronically via ecommons (see instructions above) as a “message.”
2. **Quizzes.** (20%) There will be periodic pop quizzes on the readings – up to 5 over the course of the quarter. Provided you’ve completed the reading assignments, these will be simple and straightforward. There are no make-ups.
 3. **Take-home midterm exam.** (30%) You will have a written, take-home midterm exam half-way through the course.
 4. **Final exam.** (30%) Your final exam will also be a written, take-home exam due during finals week. The final is cumulative, but will emphasize material from the second part of the course. Your exam is due by 3 pm to Merrill 133 on December 7th. Exams that come in after this time will receive a zero. No exceptions.

Academic Integrity: Any violation of academic integrity standards will be addressed in accordance with University policy. See http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/.

Citation styles: See this website for proper academic bibliographic references: <http://library.ucsc.edu/help/howto/citations-and-style-guides>. Be sure to be consistent with the form you choose.

Disability Resource Center: If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact the DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements and/or process.

Other Class Policies and Expectations:

- *Break:* We will have one short break each class period.
- *Laptops:* If you prefer to take notes on your laptop, please sit towards the side of the classroom and near the front. Internet use is not permitted during class.
- *Phones:* These must be off – or silenced – during class.

PART I: UNDERSTANDING COLLECTIVE ACTION: WHY, HOW AND WHO?

Thursday, 9/23

Course Introduction: What is collective action?

Tuesday, 9/28

Concepts and Contexts: Framing collective action

James Petras, “Latin America: Thirty Years after Che,” *Monthly Review*, October 1997.

John C. Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, Introduction & Chapter 8 (“Revolution”).

Thursday, 9/30 Anatomy of a Protest: “The Battle of Seattle”

Donatella Della Porta & Mario Diani, “Action Forms, Repertoires, and Cycles of Protest,” in *Social Movements: An Introduction*, Malden: Blackwell Publishing, 2006 pp. 163-191.

Guest Speaker: David Solnit, direct action organizer, San Francisco Bay Area

PART II: CASE STUDIES: HISTORICAL AND CONTEMPORARY ORGANIZING IN THE AMERICAS

A. FROM THE COLD WAR TO THE PRESENT: COLLECTIVE ACTION IN NICARAGUA

Tuesday, 10/5 Sandinista Revolution

Stephen Kinzer, *Blood of Brothers: Life and War in Nicaragua*, 1991, pp. 13-85.

Leslie E. Anderson, “Creating ‘We’: Sandinismo and Bridging Social Capital,” in *Social Capital in Developing Democracies: Nicaragua and Argentina Compared*. New York: Cambridge University Press, 2009, pp. 31-50.

In-Class Film: “Nicaragua: An Unfinished Revolution” Parts I and II

Thursday, 10/7 U.S.-Central America Solidarity Movement

Hector Perla, “Si Nicaragua Venció, El Salvador Vencerá: Central American Agency in the Creation of the U.S.-Central American Peace and Solidarity Movement,” *Latin American Research Review* 43(2), 2008, pp. 136-158.

Van Gosse, “Active Engagement: the Legacy of Central America Solidarity,” *NACLA Report on the Americas*, March/April 1995.

Tuesday, 10/12 Community Organizing for Water

Deepa Narayan, “The Contribution of People’s Participation: Evidence from 121 Rural Water Supply Projects,” *Environmentally Sustainable Development Occasional Working Paper Series*, No. 1, World Bank, 1995.

Rosibel Kreimann, “The Rural CAPS: Ensuring Community Access to Water,” *Revista Envío*, Managua, Nicaragua, June 2010.

“A Look at a Popular Nicaraguan Barrio,” *Revista Envío*, Managua, Nicaragua, August 1981.

In-Class Film: “Nicaragua: An Unfinished Revolution” (Parts III and IV)

Thursday, 10/14 **Civil Society and the State**

Leslie E. Anderson. "The Authoritarian Executive? Horizontal and Vertical Accountability in Nicaragua." *Latin American Politics and Society*, 48(2), pp. 141-169.

Chamorro, et al. "Understanding Populism and Political Participation: The Case of Nicaragua." *Woodrow Wilson Center Update on the Americas*. June 2009, pp. 1-14.

B. EXPLORING COLLECTIVE ACTION ACROSS LATIN AMERICA

Tuesday, 10/19 **Landless Workers' Movement, Brazil**

Gabriel Ondetti, "Repression, Opportunity, and Protest: Explaining the Takeoff of Brazil's Landless Movement," *Latin American Politics and Society*, 48(2), pp. 61-94.

Daniela Issa, "Praxis of Empowerment: Mística and Mobilization in Brazil's Landless Rural Workers' Movement," in Richard Stahler-Sholk et al. eds. *Latin American Social Movements in the Twenty-First Century: Resistance, Power and Democracy*, 2008.

Thursday, 10/21 **Participatory Budgeting, Brazil**

Hilary Wainwright, "Making a People's Budget in Porto Alegre," in Vijay Prashad & Teo Ballvé, eds, *Dispatches from Latin America: On the Frontlines Against Neoliberalism*, Cambridge: South End Press, 2006, pp. 305-315.

Brian Wampler and Leonardo Avritzer, "Participatory Publics: Civil Society and New Institutions in Democratic Brazil," *Comparative Politics* 36(3), April 2004, pp. 291-312.

Tuesday, 10/26 **Zapatista Rebellion, Chiapas, Mexico**

"First Words," "Zapata Lives On: A Report from San Cristobal," "The Challenge of Democracy: Rebellion as Catalyst," from *All of Us/Akwe:kon: A Journal of Indigenous Issues*, Vol. XI, No. 2, Summer 1994, pp. 2-19.

Aída Hernández Castillo, "Zapatismo and the Emergence of Indigenous Feminism," in Vijay Prashad & Teo Ballvé, eds, *Dispatches from Latin America: On the Frontlines Against Neoliberalism*, Cambridge: South End Press, 2006, pp. 229-242.

In-Class Film: "The Sixth Sun: Mayan Uprising in Chiapas."

Guest speaker: Jonathan Fox, Professor, LALS

DUE: *Take-home midterm*

Thursday, 10/28 **"Water Wars," Cochabamba, Bolivia**

William Finnegan, "Leasing the Rain: The World is Running out of Fresh Water, and the Fight to Control it Has Begun," *The New Yorker*, 8 April 2002, pp. 43-52.

Thomas Perreault, "From the *Guerra Del Agua* to the *Guerra Del Gas*: Resource Governance, Neoliberalism, and Popular Protest in Bolivia," *Antipode* 38(1) 2006, pp. 150-172.

In-Class Video clip: "The Big Sellout"

Tuesday 11/2 The "Left Turn" and Social Movements, Bolivia

Robert R. Barr, "Bolivia: Another Uncompleted Revolution," *Latin American Politics and Society*, Fall 2005 47(3), pp. 69-90.

Asad Ismi. "In Bolivia, Under Morales, the Revolution is Indigenous," *CCPA Monitor*, 1 April 2010, pp. 34-36.

Thursday, 11/4 Political Parties and Social Movements, El Salvador

Christina Schatzman, "Political Challenge in Latin America: Rebellion and Collective Protest in an Era of Democratization," *Journal of Peace Research*, 42(3) May 2005, pp. 291-310.

Almeida, Paul D. "Social Movements, Political Parties, and Electoral Triumph in El Salvador," *NACLA Report on the Americas*, Nov. /Dec. 2009, pp. 15-21.

Kari Lydersen and Jason Wallach, "Is Free Trade a Gold Mine?" *The Progressive*, July 2010, pp. 25-27.

In-Class Film: "Until the Last Drop" by Jason Wallach

Guest speaker: Jason Wallach, Media & Events Coordinator, Mission Cultural Center, San Francisco

C. IN-DEPTH CASE STUDY: LATINO ORGANIZING, U.S.

Tuesday, 11/9 Chicano Student Movement (1960s)

Carlos Muñoz, *Youth, Identity, Power: The Chicano Movement*, Introduction & Chapters 1-3, pp. 1-73.

In-Class Film: "Walkout"

Thursday, 11/11 Veterans Day – No Class

Tuesday, 11/16 Chicano Student Movement (cont.)

Carlos Muñoz, *Youth, Identity, Power: The Chicano Movement*, Chapters 5 & 6, pp. 127-189.

Thursday, 11/18 Student Organizing for Education Rights

Hinda Seif, “‘Wise Up!’ Undocumented Latino Youth, Mexican-American Legislators, and the Struggle for Higher Education Access,” *Latino Studies* 2(2), July 2004, pp. 210-230.

“Students Informing Now (S.I.N.) Challenge the Racial State in Californian without Shame...*SIN Verguenza!*” *Educational Foundations* Winter/Spring 2007, 71-90.

Guest speaker: Laura Lopez, UCSC alumna and Dream Act organizer

Tuesday, 11/23 Minutemen & Anti-Immigration Organizing

Peter Yoxall, “The Minuteman Project: Gone in a Minute or Here to Stay? The Origin, History and Future of Citizen Activism on the United States-Mexico Border,” *The University of Miami Inter-American Law Review*, 37(3) Spring-Summer 2006, pp. 517-566/.

Review website: <http://www.minutemanhq.com/>

Thursday, 11/25 Thanksgiving Holiday – No Class

Tuesday, 11/30 Basta Dobbs: Campaign against CNN’s Lou Dobbs

Julie Hollar, “Dropping Dobbs: A Victory for Media Activism, and the Challenge Ahead,” *NACLA Report on the Americas*, Jan/Feb 2010 pp. 46-48.

Review website: <http://www.bastadobbs.org/>

Guest speaker: Roberto Lovato, writer and political commentator

Thursday, 12/2 Course Conclusion

Kevin R. Johnson & Bill Ong Hing, “Immigrant Rights Marches of 2006 and the Prospects for a New Civil Rights Movement,” *Harvard Civil Rights-Civil Liberties Law Review* (42) 2007, pp. 99-138.