

SOC 422: SOCIOLOGY OF LATIN AMERICA WINTER 2023

Location: 4128 LSA Building
Class: T & Th 10:00-11:20

Instructor: Professor Robert Jansen
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Office Hours: T & Th 11:30-12:30, and by appointment

INTRODUCTION

This course is entitled “Sociology of Latin America.” A course with such a title could be about any number of topics. Given our limited amount of time, we have to sharpen the focus if we’d like to end up with more than just a superficial gloss of the region. We’ll do this by approaching Latin America largely through the lens of *politics*, often from a *comparative* and *historical* perspective. Drawing examples from various countries over a 200-year period, this course examines the development of *political structures*, *cultures*, and *practices* in Latin America. Through this lens, we’ll be able to touch on a range of important sociological issues.

While nearly all of the readings deal with historical cases, the course does not presume to be a comprehensive survey of Latin American social or political history. Rather, it is meant to provide some of the necessary historical context and theoretical tools for making sense of the complexities of contemporary Latin American politics and society. The course is divided into *three parts*. The first focuses on the historical development of Latin American social and political structures. It touches on issues of colonialism, economic development, state capacity, democracy, authoritarianism, and the history of U.S. involvement in the region. With this background in place, the second part covers various axes of identity and inequality, including nationhood, ethnicity, race, class, and gender. Finally, the third part addresses some of the forms of contentious politics that have been practiced in the region more recently.

This is an upper division course in one of the best sociology departments and one of the best universities in the world. It assumes good basic training in sociology (or other social sciences) and a general familiarity with Latin America. Most of the readings are research articles, published in scholarly journals for academic audiences. Some are fairly straightforward, but others are more demanding—both in rigor and length. All required reading is in English, although if you read Spanish or Portuguese, you may consult sources in these languages for your current events presentation and paper assignment (see below).

PREREQUISITE

One introductory course in Sociology. Also recommended: some basic background knowledge about Latin America (or at least serious interest in the region and a commitment to figuring it out).

TEACHING PHILOSOPHY AND CLASSROOM PROTOCOL

Especially because this is an upper-division special topics seminar, I assume that you're here because you're interested in the topic and have every intention of doing the work of wrestling with the material on a weekly basis. Accordingly, my teaching philosophy for this course is all about the *process of active learning* (preparation, engagement, reflection, participation). In keeping with this philosophy, most class sessions will consist largely of active, seminar-style discussion; and attendance at and participation in these discussions is *mandatory*. Out of consideration for the other students, as well as for your professor, please make sure that you *arrive on time* and *do not leave class early*. You are expected to complete *all* weekly readings *before* class and to come ready to participate in an engaged and thoughtful way. The quality of our discussion hinges on how well *all* students have prepared—don't be the weak link!

READINGS

There are no required textbooks or readers for this course. All readings may be downloaded from the Canvas website (under the "Modules"). You must complete all the readings listed on the syllabus for any given session before class that day; also, please do them in the order in which they appear on the syllabus and in the modules (as I have thought about which should be read first).

I strongly recommend that you budget some of the money you'll be saving on books for printing. Studies have shown that you're likely to engage the material on a deeper level if you have a paper copy in hand. That said, it's up to you. If you choose not to print the readings, check in with yourself from time to time to make sure that (1) you're reading as thoroughly on the screen as you would be on paper; (2) you have as good a system in place for underlining/highlighting and note taking as you would had you printed out the readings; (3) you are able to access the readings as easily in class as you would otherwise. *Whether electronically or on paper, it is imperative that you bring a copy of the weekly readings to class.*

Because this class is discussion based, and because I will assume you have done the readings beforehand, I will not be presenting summaries of the texts themselves. It is up to you to read thoroughly, take notes, and (importantly) *figure out what do you and don't understand*. If you have trouble with parts of the readings that are not addressed in class, it is your responsibility to ask questions.

Current Events

We will be wrestling with some difficult historical and theoretical materials in this course; and one of the main reasons for doing this is to develop the tools for understanding present-day Latin American socio-political realities. Accordingly, it is an expectation of this course that you keep abreast of Latin American news stories throughout the semester. You don't need to follow everything, but you should cultivate a general awareness of what's going on in the region. Your research paper, as well as your first group presentation, will provide you with opportunities to dig a little deeper into events you find particularly interesting.

Here are a few recommended news outlets: *NACLA.org* provides great in-depth reporting on Latin America. The *New York Times*, *Los Angeles Times*, *Miami Herald*, and *BBC News* all have

good “Latin America” or “Americas” sections and are available online. USC maintains a useful list of news sources on Latin America at <https://sites.usc.edu/latinamerica/news-and-media/>.

Supplemental Readings

This course assumes a basic level of initial familiarity with Latin America. If you’re worried that you lack this familiarity—but are willing to rise to the challenge that this course will present for you—I urge you to consult one or more of the following supplemental texts:

- Beezley, William H., and Colin MacLachlan. 2006. *Latin America: The People and Their History*. Wadsworth.
- Clayton, Lawrence A., and Michael L. Conniff. 2004. *A History of Modern Latin America*. Wadsworth.
- Skidmore, Thomas E., and Peter H. Smith. 2005. *Modern Latin America* (6th ed.). Oxford: Oxford University Press.
- Winn, Peter. 2006. *Americas: The Changing Face of Latin America and the Caribbean*. Berkeley and Los Angeles: University of California Press.

I’m also happy to talk with you in office hours about more techniques for getting up to speed with the necessary Latin American context.

GRADING

Your grade will be calculated as follows:

- 30% Participation
- 20% Analytical Memos
- 10% Group Presentation I
- 10% Group Presentation II
- 30% Research Paper

Overall Grade Scale (minimum % for each letter grade)

A+	97%
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

PARTICIPATION

Your participation grade will be calculated as follows:

- 30% Classroom Attendance
- 30% Reading (Self-Reported)
- 40% Informed, Quality, In-Class Participation

Classroom Attendance

Attendance at all class sessions is mandatory. Absences will be excused only for illness, athletic participation, religious observance, or family emergency. In all of these cases except for illness, proper documentation is required. (In the case of illness, I require only a self-report by email for your absence to be excused—*please do not attend class* if you suspect you might be coming down with something!)

Grading Procedure: I will take attendance every day at the start of class. If you arrive late, it's your responsibility to check with me after class to make sure that I have recorded you as "present." (If you are egregiously late, unnecessarily disruptive upon entering late, or beginning to make a habit of regular lateness, I reserve the right to mark you as "absent" for the day.)

Attendance Freebies: You will be allowed *TWO* free, unexcused absences over the course of the semester, no questions asked! *The catch* is that you must request to "cash in" one of these freebies *prior* to the start of the class session you intend to skip. To do this, simply send me an email with the subject line, "[your last name] ATTENDANCE FREEBEE." (No need to explain—you can even leave the body of the email blank.) Freebee requests will be denied if the email is timestamped anytime after 10:00am that day, leaving your absence unexcused. (Note that I will *not* automatically assume that you want to use one of your *reading* or *participation* freebies [see below] in conjunction with your attendance freebee, although you're more than welcome to do so.)

Reading (Self-Reported)

You are required to complete *all* of the assigned reading prior to the class session in which it is scheduled to be discussed. The quality of your engagement—and of our discussion—depends on it. Accordingly, you will *self-report* on how much of the reading material assigned for that day you have completed prior to the start of class.

Self-Report Procedure: To do this, you should estimate the *percentage* of the day's assigned pages that you have actually read. (For example, if you did all the readings, you'd simply report 100%; if you didn't do any, you'd simply report 0%; if you read one of two assigned readings, and these were of roughly equal length, you'd report 50%; if you read all of one long 40 page reading, but didn't get to the short 10 page one, you'd report 80%.) Once you've determined your percentage, simply send me an email with the subject line "[your last name] READING REPORT: [percentage]." (No need to elaborate—you can leave the body of the email blank.) Self-reports are due by the start of each class session. (If your email is timestamped anytime after 10:00am that day, I will mark you down for a 0%.)

Excused Absences: In the case of excused absences, I will push back your deadline for completing the reading to the start of the next class session that you are able to attend. (In this case, please report your percentages *separately* for each missed session, as well as for the present day's session.) If there are extenuating circumstances that would make this timeline for catching back up unreasonable, please let me know.

Reading Freebees: You will be allowed *TWO* reading freebees. When you request to use one of these, I will mark you down as 100% reading completed for the day. As with the attendance freebees, *the catch* is that you must request to cash this in *prior* to the start of the class session for which you choose not to prepare. To do this, simply send me an email with the subject line, "[your last name] READING FREEBEE." (No need to explain—you can leave the body of the email blank.) Freebee requests will be denied if the email is timestamped anytime after 10:00am that day, and I will mark you down for a 0%.

Informed, Quality, In-Class Participation

This class *depends* upon your informed, quality, in-class participation. Participation is *informed* when it is grounded in having completed and wrestled with the readings beforehand.

Participation is *quality* when it evidences real engagement with the material and topics under discussion, and when it enhances the overall dynamic of the conversation and encourages others to participate. (Quality is not the same thing as quantity: monopolizing the discussion in a way that impedes others' participation, holding forth on readings you didn't actually read carefully, going off on unrelated tangents, unreasonable combativeness, etc., can actually work *against* the quality of the classroom learning environment.)

Show me that you're prepared, present, and intellectually engaged. You can do this by raising thoughtful questions or making interesting observations about the course material, critiquing something about one of the readings, attempting to answer questions or responding to comments introduced by other students, identifying connections between the day's readings, making connections to past readings or course topics, relating one of the day's readings to a current event in Latin America, participating in classroom activities and small group exercises, and engaging with group presenters as they attempt to facilitate discussion. *It's not about being right, or trying to perform intellectual brilliance. If anything, the opposite: it's about being vulnerable, part of the collective enterprise of struggling with difficult material.* Don't understand an author's argument? Raise it as a question, and do your best to walk us through what you *do* understand as a way of setting up what remains confusing. Don't understand an article's research methodology? Ask the class for help, and then remain actively engaged as we figure it out together. Feel personally or politically disturbed by something one of the authors is arguing? Raise it as an issue for the class, and reflect on what you're finding problematic. If you're generally quiet, shy about public speaking, or have trouble contributing to classroom discussions on the fly, I would encourage you to prepare a thoughtful question, comment, reflection, or other conversation-starter in advance. You'll then be ready when I provide opportunities for students to raise their own issues. For everyone: please let me know if I can do anything to facilitate your active participation.

Grading Procedure: After each class session, I will use my own judgement to assess whether you engaged in informed, quality, in-class participation that day. If you did, I'll

simply mark you down with a “1”; if you did not, you’ll receive a “0” for the day.¹ Remember that it’s not about quantity (how *much* you talked), but quality (whether what you did say was informed, thoughtful, and contributed to the classroom learning process).

Supplementing Participation Points: While I hope that all students in this class will face their fears and do their best to participate actively in every class session, I realize that this will be harder for some than others. Accordingly, I will allow you to make up for low participation scores with additional written work, by completing extra memos (see “Analytical Memos,” below). For each extra memo that you turn in—on time, according to the normal memo submission rules, and of acceptable quality—I will change one participation “0” into a “1.” (Note that your participation grade tops out at 100%, so any additional memos that you complete beyond those necessary to bring you to 100% are solely for your own benefit.)

Excused Absences: In the case of excused absences, you will be required to complete an additional written activity in order to receive participation points for each missed class session. It is your responsibility to ask me about how you may recover these points.

Participation Freebees: You will be allowed *FOUR* participation freebees. When you request to use one of these, I will mark you down as having participated in the day’s discussion. Unlike the other freebees, this one you do *not* have to request before the start of class. (It wouldn’t make any sense to expect you to pre-commit not to talk!) I’ll give you a few hours to reflect on your participation (or lack thereof) after the fact. Participation freebees must be “cashed in” by 5:00pm on the day you choose not to participate. To do this, simply send me an email with the subject line, “[your last name] PARTICIPATION FREEBEE.” (No need to explain—you can leave the body of the email blank. Your freebee request will be denied if the email is timestamped anytime after 5:00pm that day.) OR, you can simply ask me in person after class or in that day’s office hours.

ANALYTICAL MEMOS

All students will write *EIGHT* analytical memos over the course of the semester. Each of these memos will address at least one of the assigned readings and be turned in *before* the class session in which that reading is discussed. You may turn in a memo for *any* session with assigned readings (of which there are 24, so you have a good deal of flexibility). The only restriction is that *FOUR* of these memos must be turned in *during Part 1* of the course (i.e., through February 14), and *FOUR* of them after (i.e., February 21 and after). (You are, of course, welcome to write more memos than this—I expect that you’ll find it’s actually a very useful way to prepare to engage in informed, quality, in-class participation—they just won’t count toward your memo grade. *However*, as noted above, extra memos of acceptable quality *will* boost your participation grade!) On days when you write a memo, please come to class prepared to discuss it.

¹ I may occasionally (although rarely) award bonus points for exceptional participation. Exceptional participation doesn’t mean *talking a whole lot*. It could mean playing an important role in fostering or elevating the overall conversation, demonstrating exceptional preparedness that benefits the rest of the class, carrying a disproportionate load when others are underprepared or disengaged, or really taking it to the next level *for you*, whatever this might mean.

Requirements: Each memo should be between 400 and 500 words, consisting of two paragraphs of roughly equal length. (1) In the first paragraph, your job is to *descriptively summarize* one of the readings assigned for that day. This summary should be your *own* interpretation of what question the reading is trying to answer (if any), what its subject matter is, what its research methodology is (if any), what its main argument is, and/or other relevant descriptive information about this piece of scholarship. *Do not simply parrot the reading's abstract!* This paragraph will be evaluated for how well it captures the gist of the reading, and the extent to which it conveys your own engagement with it. (2) In the second paragraph, you should move *beyond* description to engage with the reading in a thoughtful and serious way. There are many ways to do this. You can evaluate its methodology, use of data, theoretical commitments, or logic of argumentation, and attempt to develop a criticism of it on this basis; you can evaluate the substantive, theoretical, philosophical, or ethical implications of the reading's main argument; you can discuss meaningful connections between this reading and past course material; you can discuss how this reading sheds light on a recent event unfolding in Latin America; you can identify one piece of historical, contextual, or theoretical background that you felt you lacked when reading the piece, look it up, and discuss its significance for understanding the reading; you can identify one thing that was puzzling or confusing to you about the article, and try to work through it in a way that would prepare you to raise the issue in class; or anything else that would demonstrate sustained, thoughtful engagement with the text. This paragraph will be evaluated for the extent to which I can see you really using your brainpower to engage with the reading, either on its own terms or in the context of the rest of this class. (It doesn't have to be perfect or brilliant, but I want to see evidence of serious effort.) While I will not be grading the quality of your writing per se, I expect the entire memo to reflect an effort to convey yourself clearly; and this means that you should give it at least one pass for revision and proofreading. Memos dashed off at the last minute are unlikely to meet my standards for clarity and lack of typos—and this *will* impact your grade.

Submission Procedure: Please compose your memo in MS Word (or a similar program), single-spaced, and send it to me as a .doc, .docx, or .pdf file. At the top of the page, list your name, the title of the reading discussed, and your word count (which you can generate in MS Word by clicking Tools/Word Count). Send this to me as an attachment, with the email subject line “[your last name] MEMO.” For this memo to count, it must be submitted by 6:00am on the day of the relevant session, so that I have time to read it before class. (For most of you, unless you're real early birds, this means you'll submit your memo the night before.) Late memos will receive *no* credit, regardless of excuse.

Grading Procedure: Your memo will be graded simply ✓, ✓+, or ✓-. You can think of a ✓+ as “A” work, a ✓ as “B” work (meaning good enough, but it could be improved), and a ✓- as “C” work (meaning barely good enough, could be improved significantly). The marks will be weighted accordingly, as 100%, 85%, and 70% (respectively). Anything below “C” work will not receive credit. (Extra memos submitted to boost your participation grade must receive at least a ✓ to count for this purpose.)

GROUP PRESENTATIONS (I & II)

Each student will participate in two group presentations over the course of the semester. The first will be a presentation on current events in Latin America over the past week. The second will involve responsibility for leading a discussion of that day's readings. In both cases, the goal will be to engage the class and facilitate an active conversation. More details on each presentation assignment will be provided in the weeks to come.

Grading Procedure: I will calculate an overall "group grade" for each presentation, but I will also ask you to self-report on your own role in preparing the presentation, as well as the quantity and quality of your peers' involvement. This self-reporting will result in a provisional "individual grade" for each student in the group. Your final grade will be a combination of the group grade (70%) and individual grade (30%).

PAPER ASSIGNMENT

All students will research and write a seven-page paper in which they provide a sociological analysis of a recent Latin American event or situation. The specific paper requirements will be distributed later in the semester, but the project will involve a combination of current events (i.e., news) and library research. Your goal will be to use the sociological tools provided in the assigned readings, in conjunction with your own contextual research, to make sense of something going on in Latin America today. (So as you begin following Latin American current events, keep an eye out for topics that might interest you to research further.) This paper will be due on April 18 (the last day of regular classes). You will also turn in a short paper proposal about midway through the semester (specific date to be determined later), and my evaluation of this will be incorporated into your overall paper grade.

ACTIVITY CHECKLIST

Every Day That Class Meets

<u>Deadline</u>	<u>Task</u>
<input type="checkbox"/> 6:00am (or earlier)	Turn in memo (if writing one for that session)
<input type="checkbox"/> 10:00am (or earlier)	Turn in reading self-report
<input type="checkbox"/> 10:00am (or earlier)	Deadline to "cash in" attendance freebee
<input type="checkbox"/> 10:00am (or earlier)	Deadline to "cash in" reading freebee
<input type="checkbox"/> 5:00pm (or earlier)	Deadline to "cash in" participation freebee

OTHER INFORMATION

(1) COVID-19 and illness-related disruptions: I am aware that the COVID-19 pandemic continues to disrupt students' lives in various ways, even as we all do our best to overcome these challenges. If you're feeling sick in any way, *please do not come to class!* If you miss class due to illness, please email me saying as much and your absence will be excused. (See above for details on how to receive full attendance, reading, and participation points for excused absences.) If your illness impedes your ability to participate fully in one of your two group presentations, please see me to discuss how you will make up the missed points.

(2) Mental Health and Well-Being: The COVID-19 pandemic has been extraordinarily taxing on all of us. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734-764-8312 and <https://caps.umich.edu>. You may also consult University Health Service (UHS) at 734-764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. I am committed to helping you work through this course in a way that helps your learning, while recognizing the difficulty of the circumstances. If you are falling behind and need support with catching up, please reach out to me as soon as possible, and I'll work with you to figure out a catch-up plan.

(3) Accommodations for Students with Disabilities: The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. Please let me know within the *first two weeks of class* if you would benefit from such an accommodation.

(4) Academic Integrity: All academic work for this course must meet the University of Michigan's standards of academic integrity. Students are responsible for informing themselves about these standards before performing any academic work (see: <https://www.lib.umich.edu/academic-integrity>). To protect both the student and the instructor, any student turning in a written assignment suspected to be not entirely of his or her own creation will be reported to the Dean's office for further review. You should note that plagiarism involves one of two things: (1) lifting *verbatim* (or close to verbatim) sections of text from another author's work without using quotation marks or providing a citation for the quote; (2) using another person's *ideas* without citing the source (even if you don't use their precise words).

(5) Electronic Devices: Cell phones should be turned completely *off* (not just silenced) and are not to be used for any purpose in class. Laptops may be used *only* for note taking and for consulting the readings. Any other use of electronic devices can be distracting to your fellow students and is considered *profoundly* inconsiderate by your professor. In the interest of maintaining our collective focus (mine included), I will ask you to leave if I notice you using any

electronic devices for non-academic purposes, and *you will not receive attendance or participation points for that day.*

(6) Grade Contestation Policy: Be advised that I have a “no grade grubbing” policy. Grade grubbing is defined as begging, pleading, arguing, threatening, negotiating, bribing, or in any other way trying to persuade me to change your grade for any reason other than a case of mathematical error. You should also know that I do not round up final grades at the end of the semester. It is your responsibility, throughout the semester, to work toward achieving the final grade that you need for your transcript, future plans, financial aid, sense of accomplishment, parental approval, etc.

COURSE SCHEDULE

Part 1: Social Structure and Political History

Week 1

January 5: Introduction

Week 2

January 10: Colonialism in Latin America

Bakewell, Peter. 2005. "Colonial Latin America." Pp. 78-82 in *Latin America: Its Problems and Its Promise* (4th ed.), edited by Jan Knippers Black. Boulder, CO: Westview Press.

Wolf, Eric R. 1982. "Iberians in America." Chapter 5 (pp.131-57) of *Europe and the People Without History*. Berkeley and Los Angeles: University of California Press.

January 12: Dependent Development

Burns, Bradford E. 1998. "The Continuity of the National Period." Pp. 69-76, 82-86 in *Latin America: Its Problems and Its Promise* (3th ed.), edited by Jan Knippers Black. Boulder, CO: Westview Press.

Cardoso, Henrique Fernando and Enzo Faletto. 1979. Pp. 16-24 of *Dependency and Development in Latin America*. Berkeley: University of California Press.

Week 3

January 17: Long-Term Consequences of Colonialism

Mahoney, James. 2003. "Long-Run Development and the Legacy of Colonialism in Spanish America." *American Journal of Sociology* 109(1):50-106.

January 19: What is State Strength?

Soifer, Hillel and Matthias vom Hau. 2008. "Unpacking the *Strength* of the State: The Utility of State Infrastructural Power." *Studies in Comparative International Development* 43:219-225.

Centeno, Miguel Angel. 2002. Pp. 1-11 of *Blood and Debt: War and the Nation-State in Latin America*. University Park, PA: Pennsylvania State University Press.

Week 4

January 24: Explaining State Weakness in Latin America

Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth Century Latin America." *American Journal of Sociology* 102(6):1565-1605.

January 26: Early Democratization

Pp. 281-318 ONLY. Stephens, Evelyne Huber. 1989. "Capitalist Development and Democracy in South America." *Politics and Society* 17:281-352.

Week 5

January 31: Populism

Conniff, Michael L. 1999. "Introduction." Pp. 4-21 in *Populism in Latin America*, edited by Michael L. Conniff. Tuscaloosa: University of Alabama Press.

February 2: Revolutionary Movements

Wickham-Crowley, Timothy P. 2001. "Winners, Losers, and Also-Rans: Toward a Comparative Sociology of Latin American Guerilla Movements." Pp.132-81 of *Power and Popular Protest: Latin American Social Movements*, edited by Susan Eckstein. Berkeley and Los Angeles: University of California Press.

Week 6

February 7: Bureaucratic Authoritarianism

Selections from Collier, David, ed. 1979. *The New Authoritarianism in Latin America*. Princeton: Princeton University Press. Pp. 3-5 (from "Introduction" by David Collier) and pp. 33-38 (from "On the Characteristics of Authoritarian Regimes in Latin America" by Fernando Henrique Cardoso).

February 9: Re-Democratization

Pp. 318-333 ONLY (you may skip the appendix). Stephens, Evelyne Huber. 1989. "Capitalist Development and Democracy in South America." *Politics and Society* 17:281-352.

O'Donnell, Guillermo. 1994. "Delegative Democracy." *Journal of Democracy* 5(1):55-69.

Week 7

February 14 The History of U.S. Involvement in Latin America

Smith, Wayne S. 2005. "The United States and Latin America: Into a New Era." Pp. 249-77 in *Latin America: Its Problems and Its Promise* (4th ed.), edited by Jan Knippers Black. Boulder, CO: Westview Press.

Devine, Jack and Peter Kornbluh. 2014. Comment and Reply: "Showdown in Santiago: What Really Happened in Chile?" *Foreign Affairs* 93(5):168-74.

February 16: The History of U.S. Involvement in Latin America (cont.)

Film (screened in class): "Our Brand is Crisis"

Part 2: National Identities and Categorical Inequalities

Week 8

February 21: Nationalism and Nationhood

Centeno, Miguel Angel. 2002. Pp.167-178 of *Blood and Debt: War and the Nation-State in Latin America*. University Park, PA: Pennsylvania State University Press.

vom Hau, Matthias. 2009. "Unpacking the School: Textbooks, Teachers, and the Construction of Nationhood in Mexico, Argentina, and Peru." *Latin American Research Review* 44(3):127-54.

February 23: Ethnicity and Nationhood

Mallon, Florencia E. 1992. "Indian Communities, Political Cultures, and the State in Latin America, 1780-1990." *Journal of Latin American Studies* 24:35-53.

Week 9

February 28: [NO CLASS: SPRING BREAK]

March 2: [NO CLASS: SPRING BREAK]

Week 10

March 7: [NO CLASS: REBOOT, REVIEW, REFOCUS]

March 9: Race and Nationhood

Marx, Anthony W. 1996. "Race-Making and the Nation-State." *World Politics* 48(2):180-208.

Week 11

March 14: National Differences in Racial Classification Schemas

Telles, Edward and Tianna Paschel. 2014. "Who is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America." *American Journal of Sociology* 120(3):864-907.

March 16: Immigration, Emigration, and Nationhood

Cook-Martín, David and David FitzGerald. 2010. "Liberalism and the Limits of Inclusion: Race and Immigration Law in the Americas, 1850-2000." *Journal of Interdisciplinary History* XLI(I):7-25.

Fitzgerald, David. 2005. "Nationality and Migration in Modern Mexico." *Journal of Ethnic and Migration Studies* 31(1):171-191.

Week 12

March 21: Gender and Nationhood

Molyneux, Maxine. 2000. "Twentieth-Century State Formations in Latin America." Pp. 33-81 in *Hidden Histories of Gender in Latin America*, edited by Elizabeth Dore and Maxine Molyneux. Durham: Duke University Press.

Part 3: Contentious Politics in the Contemporary Era

March 23: Human Rights in Colombia (with Kristin Foringer, UM Sociology)

Foringer, Kristin. 2022. "Defining Victimhood: The Political Construction of a 'Victim' Category in Colombia's Congress, 2007-2011." *Comparative Studies in Society and History*:1-23.

Week 13

March 28: Violence Against Women in Contemporary Central America

Menjívar, Cecilia, and Leydy Diossa-Jiménez. 2022. "Blocking the Law from Within: Familyism Ideologies as Obstacles to Legal Protections for Women in El Salvador, Guatemala, Honduras, and Nicaragua." *Latin American Research Review* (Forthcoming, First View).

March 30: Contemporary Women's Movements

Lupien, Pascal. 2022. "Participatory Democracy, Democratic Education, and Women." *Journal of Latin American Studies* 54(4):617-45.

Week 14

April 4: Understanding Brazil's "New Middle Class"

Hilgers, Tina, Anna Calderón, and Max Honigmann. 2022. "Tensions Between the Middle Class and the 'New Middle Class' in Brazil: An Accidental Biographical Ethnography." *Latin American Research Review* 57(3):536-53.

April 6: On Lula: Populism in Contemporary Brazil

French, John D. 2022. "Charisma's Birth from the Bottom Up: Lula, ABC's Metalworkers' Strikes and the Social History of Brazilian Politics." *Journal of Latin American Studies* 54(4):705-29.

Week 15

April 11: Contemporary Cuba (with Jen Triplett, UM Sociology)

[Reading TBD]

April 13: Climate Change

Hernández, Jorge Rojas (translated by Mariana Ortega Breña). 2016. "Society, Environment, Vulnerability, and Climate Change in Latin America: Challenges of the Twenty-first Century." *Latin American Perspectives* 43(4):29-42.

Hicks, Kathryn and Nicole Fabricant. 2016. "The Bolivian Climate Justice Movement: Mobilizing Indigeneity in Climate Change Negotiations." *Latin American Perspectives* 43(4):87-104.

Week 16

April 18: The Present Moment

[Our last class session will be reserved for discussion of contemporary events that seem particularly pressing from a sociological perspective. Non-academic (i.e., journalistic) readings will be selected at least one week before this session.]