

University of Toronto
Department of Political Science

**POLITICAL SCIENCE 2405/442 TOPICS IN LATIN AMERICAN POLITICS:
PROTEST AND SOCIAL MOVEMENTS IN LATIN AMERICA**

Winter 2021, Online session

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Synchronous meetings: Mondays, 12-2 p.m. (Eastern time) on Zoom.

Virtual office hours: Wednesdays 3:30-5:00 p.m. (Eastern time) or by appointment on Zoom.

COURSE DESCRIPTION

Protests and social movements by a range of social actors have historically shaped politics and the political in Latin America. In recent decades, collective struggles by minoritized groups have multiplied, creating a force of resistance with far-reaching implications in the region and beyond. They have exposed the limits of democracy as instituted from above. They have contested, negotiated with or carved out spaces of participation in different visions of development. They have defied elites' repressive power and the exploitation of Latin American peoples in the international political economy. They have refused long-standing hierarchies and exclusions, and have expanded the political imaginary to enact change.

This course examines the generative political and epistemological work of Latin American protest and social movements, focusing on the late 20th century to the present day. It focuses on key threads of subaltern organizing and mobilizing in the region during this time frame, including revolutionary, feminist, solidarity, decolonial, anti-racist, body-centered, ontological and anti-extractivist struggles in the final stages of the Cold War, under neoliberal hegemony, and in post-neoliberal settings. These threads are studied alongside major theoretical innovations in this interdisciplinary field of knowledge in comparative and transnational perspective. Especial attention is given to the intersecting politics of coloniality, race, gender and class.

Readings are drawn from different scholarly traditions and disciplines —social movement theory, critical race theory, transnational feminisms, cultural studies, performance studies, black political thought and decolonial thought; political science, history, anthropology and communication. We will read texts that theorize protest and social movements in regional perspective addressing Abya Yala, Afro-Latin America, or the Americas, as well as case studies and comparisons about Nicaragua, El Salvador, Argentina, Mexico, Bolivia, Colombia, Brazil, Venezuela, Ecuador and Chile. Recommended readings expand on these geographies and offer additional resources about Guatemala, Cuba, Puerto Rico, Honduras, Costa Rica, Peru, the Andes, the Amazon and the Southern Cone.

In considering a variety of theoretical approaches and empirical cases, we will ask broad questions, including the following: How are “protest” and “social movements” conceptualized in different

contexts? How do scholars of protest and social movements conceive of the region? What structural, institutional, and cultural factors contribute to the emergence of protest and social movements? What is the relationship between protest/social movements and democratic citizenship? How do protest/social movements relate to state institutions, civil society organizations, and international actors? How have social movements resisted or negotiated participation in neoliberal and post-neoliberal models of development? What kinds of identities or alternative visions have been articulated by protest and social movements in Latin America? What are some strategic, discursive and intellectual innovations present in contemporary Latin American movements, and what has been their impact at different levels?

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Evaluate the conceptual, theoretical, normative and methodological foundations of empirical studies of protest and social movements in Latin America.
2. Explain the conditions precipitating the emergence of protest and social movements in contemporary Latin America.
3. Assess the political as well as intellectual contributions of contemporary actors in struggle and social movements across the region.
4. Analyze cases of protest and social movements in comparative and transnational perspective.
5. Employ an intersectional lens to assess the political realities and agency of minoritized groups in Latin America.
6. Formulate research questions about protest and social movements in Latin America and articulate responses to such questions grounded in existing theories and empirical evidence.
7. Communicate arguments clearly in a variety of formats, both in writing and through oral participation and presentations.

COURSE MATERIALS

Required

Article-length readings can be accessed through permanent library links provided on the weekly Quercus “Modules.” Where hyperlinks are not provided, a PDF scanned copy will be made available.

The following books are available for purchase at the UofT Bookstore. Hyperlinks are also provided when books are available through the library website:

[Escobar, Arturo. 2020. *Pluriversal politics: the real and the possible*. Durham, NC: Duke University Press. Chapters 2 and 4, pp. 31-45; 67-83.](#)

[Fernandes, Sujatha. 2010. *Who Can Stop the Drums? Urban Social Movements in Chávez's Venezuela*. Durham, NC: Duke University Press. Introduction and Chapter 5, pp. 1-36; 160-211.](#)

Fuentes, Marcela. 2019. *Performance constellations: networks of protest and activism in Latin America*. Ann Arbor, MI: University of Michigan Press. Introduction and Chapter 3.

[Kampwirth, Karen. 2004. *Feminism and the legacy of revolution: Nicaragua, El Salvador, Chiapas*. Athens, OH: Ohio University Press. Chapters 1-3, pp. 19-111.](#)

- Postero, Nancy Grey. 2007. *Now we are citizens: indigenous politics in postmulticultural Bolivia*. Stanford, CA: Stanford University Press. Introduction and Chapter 5, pp. 1-22 and 164-188.
- [Riofrancos, Thea. 2020. *Resource radicals: from petro-nationalism to post-extractivism in Ecuador*. Durham: Duke University Press. Introduction and Chapters 1-2, pp. 1-76.](#)
- Speed, Shannon. 2008. *Rights in rebellion: indigenous struggle and human rights in Chiapas*. Stanford, CA: Stanford University Press. Chapters 1, 4, 5 and 6, pp. 16-37, 83-154.
- [Wood, Elisabeth Jean. 2003. *Insurgent collective action and civil war in El Salvador*. New York, NY: Cambridge University Press. Chapters 1 and 4, pp. 1-30, 87-120.](#)
- [Zimmermann, Matilde. 2000. *Sandinista: Carlos Fonseca and the Nicaraguan revolution*. Durham, NC: Duke University Press. Introduction, Chapter 3 and Chapter 10, pp. 1-11, 50-68, 205-221.](#)

Note: the UofT library may limit the number of users who can access online books at any given time. Please plan ahead and make appropriate arrangements to access the readings opportune.

Recommended

Recommended materials are included in the course schedule. Whenever possible, permanent library links are provided.

COURSE REQUIREMENTS

Course requirements are intended to meet the learning objectives outlined above.

In-class participation (ongoing, 20%). This course will run as a research seminar, and its quality depends on everyone doing all the assigned readings and coming to class prepared to engage actively in meaningful discussion. Seminar participants will be addressing the readings from a variety of perspectives and backgrounds, and it is crucial that discussions are conducted in a respectful manner, without silencing those who may not agree or who do not have extensive prior knowledge of the subject or the region. (Learning outcomes emphasized: 1-5 and 7).

Reading responses (three times during the term, 15%). Three times during the term, you will submit a 1-page, single-space reading response on Quercus before the seminar meets. Choose weeks among the following:

- First response paper: Week 2, 3 or 4
- Second response paper: Week 5, 7, 8 or 9
- Third response paper: Week 10, 11 or 12

Reading responses are neither formal papers nor summaries but short, thoughtful engagements with the assigned readings. You should aim to identify common themes or contradictions among the readings, establish connections with previous discussions, express agreement or disagreement with the arguments being presented, or apply concepts and ideas learned to current events. To receive full credit for each response paper, you must submit it in a timely manner and share your ideas during class. (Learning outcomes emphasized: 1-5 and 7).

Presentation of assigned material (one time during the term, 15%). You will sign up to present and facilitate one discussion during the term, working with a partner or two. This will involve the following:

- a) meeting with me to discuss your plan the week before you present;

- b) posting at least three questions for class discussion in advance (by Friday of the week prior to the class);
- c) preparing a brief presentation —10 minutes per presenter— that pulls together the readings into a critical framework, relates them to previous weeks' readings and raises questions for class discussion;
- d) facilitating discussion in a creative way, ensuring equitable opportunities for participation and maintaining continuity and coherence.

You may use a variety of discussion techniques, but at least part of the time should be spent in whole-group discussion. (Learning outcomes emphasized: 1-5 and 7).

Blog (ongoing, 10%). In this course, you will work on a research question that you will formulate and answer independently. The purpose of this assignment is to help you connect your project to the material being covered in class. You will create a blog with weekly posts (a total of 10 posts between Week 2 and Week 12 submitted by Friday each week) where you will discuss the links between what you learned that week and your selected topic of interest. Blog posts should be succinct (recommended length: 250 words) as well as include references, images (with adequate attribution) and hyperlinks to primary and secondary sources whenever possible. Blogs will be accessible to all seminar participants. (Learning outcome emphasized: 6 and 7).

Final paper (paper proposal + draft bibliography due in class on February 12, 5%; final paper presentation on April 5, 10%; final paper due on April 9, 25%). You will write a final paper that either 1) focuses on a particular empirical case; or 2) addresses a particular problem or issue in the literature. The paper can take the form of a critical review of the literature (option A), a grant proposal (option B) or a piece of original empirical research (option C). For seminar participants registered in POL 442, the paper should be 12 pages in length (3,600 words). For seminar participants registered in POL 2405, the paper should be 20 pages in length (6,000 words). You should submit a 1-page paper proposal plus a draft bibliography by Week 5 (February 12). You will then do a 5-minute presentation with your main conclusions (option A), research design (option B) or findings (option C) on April 5. Finally, you will submit your paper on April 9 via Quercus. (Learning outcomes emphasized: 4-7).

IMPORTANT DATES

January 17. Last day to enroll in S courses.

February 12. Paper proposal and draft bibliography due in class.

February 15. Family Day. University closed.

February 16-19. Reading Week.

March 15. Last day to drop S courses without academic penalty.

April 2. Good Friday holiday. University closed.

April 5. Final presentations.

April 9. Classes end. Final paper due on Quercus.

LATE AND MISSED WORK POLICY

Late assignments will be subject to a late penalty of 5% per day (including weekends) of the total mark. Assignments submitted five calendar days beyond the due date will be assigned a grade of zero.

If you miss class the day you are scheduled to present, you will be assigned a grade of zero for the presentation.

Cases of emergency should be appropriately reported through the Absence Declaration on ACORN.

REMOTE LEARNING

POL2405/442 will run as an online seminar for the entire Winter 2021 term. We will hold synchronous and asynchronous activities on Quercus and Zoom. While we may not always meet synchronously, or for the entire 2-hour duration of our designated time, students should be available for synchronous activities to be held on Mondays from 12 to 2 p.m., Eastern time.

Office hours will be held via Zoom on Wednesdays between 3:30 and 5:00 p.m. Eastern time.

Zoom

Students are strongly encouraged to share their webcam during our synchronous meetings. For presentations, camera usage is required.

COURSE COMMUNICATIONS

I will communicate with you via your [@mail.utoronto.ca](mailto:your_email@mail.utoronto.ca) email address. It is your responsibility to check your institutional email frequently. When writing to me, please include “POL2405” or “POL442” in the subject line, followed by a subject line that summarizes the purpose of your message. Please allow two working days to hear back from me, unless an automatic response instructs to proceed otherwise. In all electronic communications, use appropriate salutation and professional language.

EQUITY STATEMENT

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behavior that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

CODE OF CONDUCT

During the first week of classes, we will discuss and create agreements about the course code of conduct. It will then be posted on Quercus for everyone’s reference.

CONTENT WARNING

The content and discussion in this course will often deal with different forms of discrimination, oppression and violence. Much of this content will be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense material and will do my best to make this class a space where we can engage bravely, empathetically and thoughtfully with difficult content.

ACCESSIBILITY

Students with diverse learning needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach me and Accessibility Services as soon as possible. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

The staff members of Accessibility Services are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Their contact information is included below.

Accessibility Services
455 Spadina Avenue, 4th Floor, Suite 400
Phone: 416-978-8060
E-mail: accessibility.services@utoronto.ca

NOTICE OF COLLECTION

The University of Toronto respects your privacy. The information on medical certificates is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering accommodations for academic purposes based on medical grounds. The department will maintain a record of all medical certificates received. At all times, it will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

If you have questions, please refer to www.utoronto.ca/privacy or contact the University's Freedom of Information and Protection of Privacy Office at 416-946-5835. Address: Room 201, McMurrich Bldg., 12 Queen's Park Crescent, Toronto, ON, M5S 1A1.

ACADEMIC INTEGRITY

Plagiarism is a serious academic offence and will be dealt with accordingly. Advice on writing at the University of Toronto, and guidance on how to cite sources and how not to plagiarize can be found at <http://www.writing.utoronto.ca/advice/using-sources> and <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

Academic integrity in an online environment

Students are expected to maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Student Conduct. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional sources at the University of Toronto.

TURNITIN

Students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Turnitin opt-out option

Students may opt out of Turnitin for submitting their assignments. To do so, they should notify the instructor via email no later than January 25, 2021. Assignments should then be submitted via email.

PRIVACY AND USE OF COURSE MATERIALS

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

In a seminar setting, students are encouraged to learn from each other and not only from the instructor, which requires active listening and engagement in discussion. While all students benefit from being able to access seminar meetings asynchronously, it is especially helpful for those who are unable to join synchronously for a variety of reasons. Recordings will be available for streaming but not for download through links housed in the University of Toronto "mymedia" site and shared via Quercus. Links to these recordings will be removed on April 10, 2021.

COURSE SCHEDULE¹

Week 1. January 11.

By way of introduction: contemporary interventions and interruptions

Selected short articles and podcasts.

Week 2. January 18

Revolution in the final stages of the Cold War (Nicaragua and El Salvador)

Required readings:

[Zimmermann, Matilde. 2000. *Sandinista: Carlos Fonseca and the Nicaraguan revolution*. Durham, NC: Duke University Press. Introduction, Chapter 3 and Chapter 10, pp. 1-11, 50-68, 205-221.](#)

[Wood, Elisabeth Jean. 2003. *Insurgent collective action and civil war in El Salvador*. New York, NY: Cambridge University Press. Chapters 1 and 4, pp. 1-30, 87-120.](#)

Lovato, Roberto. 2020. *Unforgetting: A Memoir of Family, Migration, Gangs, and Revolution in the Americas*. New York: Harper. Chapter 12, pp. 122-128.

Recommended reading (Guatemala):

[Grandin, Greg. 2011. *The last colonial massacre: Latin America in the Cold War*. Chicago; London: University of Chicago Press.](#)

Week 3. January 25

Women's struggles in/after the age of revolution (Nicaragua and El Salvador)

Required readings:

[Kampwirth, Karen. 2004. *Feminism and the legacy of revolution: Nicaragua, El Salvador, Chiapas*. Athens, OH: Ohio University Press. Chapters 1-3, pp. 19-111.](#)

[Sierra Becerra, Diana Carolina. 2019. "For Our Total Emancipation: The Making of Revolutionary Feminism in Insurgent El Salvador 1977-1987." In: *Making the revolution: histories of the Latin American left*, edited by Kevin Young. New York, NY: Cambridge University Press, pp. 266-293.](#)

Recommended reading (Bolivia, Cuba, Ecuador, Puerto Rico, Southern Cone, Mexico and Guatemala):

[Young, Kevin. 2019. *Making the revolution: histories of the Latin American left*. New York, NY: Cambridge University Press.](#)

Recommended films (Nicaragua and El Salvador).

[Murray, Jenny. 2018. *Las Sandinistas*.](#)

Ryan, Catherine, Monona Wali, and Pamela Cohen. 1990. *Maria's Story: a Documentary Portrait of Love and Survival in El Salvador's Civil War*.

¹ Course materials included in this schedule are subject to change. Students will be notified of any changes at least a week prior to the class affected by such changes.

Week 4. February 1

Transnational advocacy and solidarity (the Americas with emphasis on Argentina, Mexico, El Salvador and Nicaragua)

Required readings:

[Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists beyond borders: advocacy networks in international politics*. Ithaca, N.Y.: Cornell University Press. Chapter 3, pp. 79-120.](#)

[Perla, Héctor. 2008. "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\(2\): 136-158.](#)

[Hobson, Emily K. 2016. *Lavender and red: liberation and solidarity in the gay and lesbian left*. Oakland, CA: University of California Press. Introduction and Chapter 4, pp. 1-15; 97-119.](#)

Recommended readings (Guatemala, El Salvador, Honduras, Brazil, Chile, Cuba, Mexico and the United States):

[Todd, Molly. 2020. "The Paradox of Trans-American Solidarity: Gender, Race, and Representation in the Guatemalan Refugee Camps of Mexico, 1980–1990." *Journal of Cold War Studies*. 19\(4\): 74-112.](#)

[NACLA Report on the Americas. 2016. 48\(1\): 28-88 \(several articles on the politics of solidarity across the Americas\).](#)

[Huezo, Stephanie M. 2020. "A New Era of Solidarity." *NACLA Report on the Americas*. 52\(4\): 373-378.](#)

Stites Mor, Jessica, and Maria del Carmen Suescun Pozas. 2018. *The art of solidarity: visual and performative politics in Cold War Latin America*. Austin, TX: University of Texas Press. Chapters 2 and 4, pp. 53-80; 117-145.

Week 5. February 8

The Zapatista rebellion (Chiapas, Mexico)

Required readings:

Speed, Shannon. 2008. *Rights in rebellion: indigenous struggle and human rights in Chiapas*. Stanford, CA: Stanford University Press. Chapters 1, 4, 5 and 6, pp. 16-37, 83-154.

[Stahler-Sholk, Richard. 2019. "Zapatistas and New Ways of Doing Politics." *Oxford Research Encyclopedia of Politics*. 23 May.](#)

Recommended readings (Chiapas, Mexico):

[Zapatista Army of National Liberation \(EZLN\). 2005. "Sixth Declaration of the Lacandon Jungle."](#)

Stahler-Sholk, Richard. 2014. "Mexico: Autonomy, Collective Identity, and the Zapatista Social Movement." In: *Rethinking Latin American Social Movements*, edited by Richard Stahler-Sholk, Harry E. Vanden and Marc Becker. Lanham, MD: Rowman & Littlefield, pp. 187-207.

Mora, Mariana. 2018. *Kuxlejal politics: Indigenous autonomy, race, and decolonizing research in Zapatista communities*. Austin: University of Texas Press.

[Kampwirth, Karen. 2004. *Feminism and the legacy of revolution: Nicaragua, El Salvador, Chiapas*. Athens, OH: Ohio University Press, Chapter 4.](#)

February 12. Final paper proposal and bibliography due on Quercus.

Week 6. February 15
Reading week

February 15, Family Day Holiday. University closed.

February 16-19, Reading week.

Week 7. February 22
Possibilities and limitations of neoliberal citizenship (Bolivia and Colombia)

Required readings:

Postero, Nancy Grey. 2007. *Now we are citizens: indigenous politics in postmulticultural Bolivia*. Stanford, CA: Stanford University Press. Introduction and Chapter 5, pp. 1-22 and 164-188.

[Dest, Anthony. 2020. "Disenchanted with the state': confronting the limits of neoliberal multiculturalism in Colombia." *Latin American and Caribbean Ethnic Studies*. 15\(4\): 368-390.](#)

Cárdenas, Roosbelinda, Charo Mina Rojas, Eduardo Restrepo and Eliana Antonio Rosero. 2020. "Afro-Descendants in Colombia: Anti-Racist Struggles and the Accomplishments and Limits of Multiculturalism." In: *Black and Indigenous Resistance in the Americas: From Multiculturalism to Racist Backlash* edited by Juliet Hooker. London, UK: Rowman & Littlefield, pp. 93-122.

Recommended readings (Guatemala, Costa Rica, Nicaragua, Honduras and Brazil):

[Hale, Charles R. 2002. "Does multiculturalism menace? Governance, cultural rights and the politics of identity in Guatemala." *Journal of Latin American Studies*. 34\(3\): 485-524.](#)

[Hale, Charles R. 2005. "Neoliberal Multiculturalism: The Remaking of Cultural Rights and Racial Dominance in Central America." *Political and Legal Anthropology Review*. 28\(1\): 10-28.](#)

[Dagnino, Evelina. 2007. "Citizenship: A Perverse Confluence." *Development in Practice*. 17\(4-5\): 549-556.](#)

Week 8. March 1
Afro-descendant struggles across the region (the Americas with emphasis on Brazil)

Required readings:

[Paschel, Tianna S. 2018. "Rethinking Black Mobilization in Latin America." In: *Afro-Latin American Studies: An Introduction*, edited by Alejandro de la Fuente and George Reid Andrews. New York, NY: Cambridge University Press, pp. 222-263.](#)

[Hooker, Juliet. 2009. "Afro-Descendant Struggles for Collective Rights in Latin America." In: *New social movements in the African diaspora: challenging global apartheid* edited by Mullings, Leith and Manning Marable. New York, NY: Palgrave Macmillan, pp. 139-156.](#)

Alvarez, Sonia E., Kia Lilly Caldwell and Agustín Laó-Montes. 2016. "Afro-descendant Feminisms in Latin America" Special Issue of *Meridians: Feminism, Race, Transnationalism*. 14(1-2).

Selections:

- ["Promoting Feminist Amefricanidade: Bridging Black Feminist Cultures and Politics in the Americas" by Sonia E. Alvarez and Kia Lilly Caldwell, pp. V-XI.](#)
- ["Geographies of Power: Black Women Mobilizing Intersectionality in Brazil" by Keisha-Khan Y. Perry, pp. 94-120.](#)
- [Afro-Latin American Feminisms at the Cutting Edge of Emerging Political-Epistemic Movements by Agustín Laó-Montes, pp. 1-24.](#)

Recommended readings (the Americas, Colombia and Brazil):

Caldwell, Kia Lilly. 2007. *Negras in Brazil: re-envisioning black women, citizenship, and the politics of identity*. New Brunswick, NJ: Rutgers University Press.

[Paschel, Tianna S. 2016. *Becoming Black. Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton: Princeton University Press.](#)

Hooker, Juliet. 2020. *Black and Indigenous Resistance in the Americas: From Multiculturalism to Racist Backlash*. London, UK: Rowman & Littlefield.

Week 9. March 8

(Beyond) Anti-neoliberalism: urban mobilization, counterhegemonies and body politics (Venezuela and Argentina)

Required readings:

[Fernandes, Sujatha. 2010. *Who Can Stop the Drums? Urban Social Movements in Chávez's Venezuela*. Durham, NC: Duke University Press. Introduction and Chapter 5, pp. 1-36; 160-211.](#)

Sutton, Barbara. 2010. *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*. Piscataway: Rutgers University Press. Chapter 6, pp. 161-190.

Recommended readings (especially Argentina, Bolivia, Ecuador, Venezuela, Peru and Chile):

[Silva, Eduardo. 2009. *Challenging neoliberalism in Latin America*. Cambridge: Cambridge University Press.](#)

[Lebowitz, Michael A., Roland Denis, Sara Motta, Steve Ellner, Susan Spronk, George Ciccariello-Maher, Sujatha Fernandes, Jeffery R. Webber, and Thomas Purcell. 2011. "The Bolivarian Process in Venezuela: A Left Forum." *Historical Materialism*. 19\(1\): 233-270.](#)

Zibechi, Raúl. 2012. *Territories in Resistance: A Cartography of Latin American Social Movements*. Oakland, CA: AK Press.

Week 10. March 15

Ontological politics and new materialism (Abya Yala/Afro-Latin America and Mexico)

Required readings:

[Escobar, Arturo. 2020. *Pluriversal politics: the real and the possible*. Durham, NC: Duke University Press. Chapters 2 and 4, pp. 31-45; 67-83.](#)

[Mendoza, Elva F. Orozco. 2017. "Femicide and the Funeralization of the City: On Thing Agency and Protest Politics in Ciudad Juárez." *Theory & Event*. 20\(2\): 351-380.](#)

Recommended readings (Peru, Venezuela, Ecuador, Bolivia; Indigenous and Afro-Descendant Latin America):

[Escobar, Arturo. 2010. "Latin America at a crossroads." *Cultural Studies*. 24\(1\): 1-65.](#)

[De la Cadena, Marisol. 2010. "Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond 'Politics.'" *Cultural Anthropology*. 25\(2\): 334-370.](#)

[Blaser, Mario. 2013. "Ontological Conflicts and the Stories of Peoples in Spite of Europe: Toward a Conversation on Political Ontology." *Current Anthropology*. 54\(5\): 547-68.](#)

[Escobar, Arturo. 2018. *Designs for the pluriverse: radical interdependence, autonomy, and the making of worlds*. Durham, NC: Duke University Press.](#)

Week 11. March 22

Struggles against extractivism (Ecuador and Colombia)

Required readings:

[Riofrancos, Thea. 2020. *Resource radicals: from petro-nationalism to post-extractivism in Ecuador*. Durham: Duke University Press. Introduction and Chapters 1-2, pp. 1-76.](#)

[Coryat, Diana. 2019. "Social movements and media cultures in defense of life and territory." *Media Cultures in Latin America: Key Concepts and New Debates*, edited by Anna Cristina Pertierra and Juan Francisco Salazar. New York, NY: Routledge, pp. 160-180.](#)

[Hernández Reyes, Castriela Esther. 2019. "Black Women's Struggles against Extractivism, Land Dispossession, and Marginalization in Colombia." *Latin American Perspectives*. 46\(2\): 217-34.](#)

Recommended reading (Ecuador, Bolivia, Chile, Colombia, the Andes and the Amazon):

[Gómez-Barris, Macarena. 2017. *The extractive zone: social ecologies and decolonial perspectives*. Durham, NC: Duke University Press.](#)

Week 12. March 29

Contemporary metaphors of protest: assemblages, constellations, ecologies (Brazil, Chile, Mexico)

Required readings:

[Alvarez, Sonia E. 2019. "Feminismos en Movimiento, Feminismos en Protesta." *Revista Punto Género*. 11: 73-102. \(Reading in Spanish not required for those who do not read in the language. Alternative material TBD\).](#)

Fuentes, Marcela. 2019. *Performance constellations: networks of protest and activism in Latin America*. Ann Arbor, MI: University of Michigan Press. Introduction and Chapter 3.

[Ecologies of migrant care \(website\).](#)

Recommended reading (the Americas with emphasis on Mexico and Chile):

Taylor, Diana. 2020. *¡Presente!: the politics of presence*. Durham, NC: Duke University Press.

April 2. Good Friday holiday. University Closed.

Week 13. April 5

Final presentations

April 5. Presentations held in class.

April 9. Final paper due via Quercus.