

DEVELOPMENT AND SOCIAL CHANGE IN LATIN AMERICA, SOC. 130LA
SPRING 2017, W. 5:00 – 7:50 PM, BUCHANAN 1920
PROFESSOR: WILLIAM I. ROBINSON
OFFICE HOURS:T. 3:30 – 4:30. W. 3:30-4:30 OR BY APPOINTMENT
TAs: SALVADOR RANGEL, salvadorrangel@umail.ucsb.edu, W. 1:30 – 3:30 SSMS 3011
DAVID FELDMAN, dfeldman@umail.ucsb.edu, W. 2:30-4:30, SSMS 3013

Overview

Latin America faces heightened social change in the early 21st century. Its 33 nations have been swept up into the process of globalization. Old identities are become transformed and new identities emerging among the regions 600+ million women and men of Indigenous, African, European, and Asian descent. While middle classes and elites integrate into the global consumer culture, for the poor majority of Latin Americans the structures of inequality, oppression, and underdevelopment first laid with the Conquest 525 years ago remain in place. But those structures - and the struggles against them - are undergoing dramatic transformation. The early 21st century is an uncertain moment for Latin America. It is a time of economic and ecological crisis, rising social conflict, political mobilization, renewed revolutionary movements, further socio-economic restructuring, transnational migration, and cultural redefinition, as diverse social forces struggle over the terms of development and the direction of change – especially in light of the global crisis.

In exploring dimensions of development and social change in Latin America, this course will take an historical and global perspective to understanding the region. Several classes will be devoted to the concepts of development, poverty, and inequality, and include a review of theories and practices of development. There will be several videos. Specific themes include: theories of modernization and underdevelopment; pre-Colombian civilizations; the Conquest and its aftermath; the stages of Latin America's incorporation into the world capitalist system; revolutions; U.S. intervention and inter-American relations; women and gender relations in Latin America; race and ethnic relations in the Americas; and current event topics, such as the conflicts in Colombia and Venezuela, political crises in Honduras, Mexico and elsewhere, social and political change in El Salvador and Brazil, and so forth. This course will require hard work, and will also be an eye-opener for those willing to work hard and to **think critically**. It aspires to help students develop the critical thinking, analytical skills, and historical perspective necessary, to examine your own assumptions regarding poverty, development, inequality, and social change and conflict, and to apply sociological inquiry in an attempt to provide explanations for these phenomena in Latin America.

Required Reading

- 1) Duncan Green, *Faces of Latin America*
- 2) Rigoberta Menchu, *I, Rigoberta Menchu, an Indian Woman in Guatemala*
- 3) Reading Packet, SBPrinters at UCEN, 805.699.6342

Note: the general rule with regard to reading material is 100 pages per week for undergraduate courses and 200 for graduate courses. This course involves approximately 800 pages of written

material, or 80 pages per week.

Structure of Class Meetings

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. ***Please note that attendance is not voluntary; it is required. I may take spot attendance checks at any time. You will lose two points for each absence. I may take attendance at any time....first five minutes, last five minutes, etc. Even if you are present for all of the class you will be counted as absent if you are not present when I take role. The only excused absences are medical and family emergencies, with proper documentation, including deaths.***

We will use IClickers for attendance and for quizzes. If you do not bring your IClicker you will be unable to receive credit for attendance or to take the quizzes.

You are responsible if you miss class announcements about the course, your assignments, extra-credit, and so on, because you are absent. In addition, assignments will be based on both class lectures and the readings. If you do not come to class or if you do not read the assigned material you should not expect to do well in this course.

THIS IS AN ELECTRONICS FREE CLASS. YOU MAY NOT TAKE OUT YOUR COMPUTERS AND YOU MUST TURN OFF CELL PHONES AND PUT THEM AWAY WHILE IN CLASS. ELECTRONIC EQUIPMENT IS DISRUPTIVE TO THE LEARNING ENVIRONMENT IN MY CLASS. IF YOU TAKE OUT ELECTRONIC EQUIPMENT YOU *WILL* BE ASKED TO LEAVE.

For most class meetings, the first half will involve a lecture and class discussion. Powerpoints will be posted on Gauchospace. The powerpoints are for educational purposes, not for your entertainment. The second half of the class meeting is usually set aside for documentaries and follow up discussion, occasional guest speakers or special activities.

A comment on your privilege and our collective time in this course: **Your education is *not* a commodity. You are *not* a “consumer” in this classroom. If you are terribly concerned about leaving at *exactly* 7:50 pm then please dis-enroll.**

On Spanish, English, and multiple languages in a globalized world.

This is a family (broadly defined) and child-friendly classroom

This classroom is a safe space. But this does not mean our discussions will be censored or that you will not be “triggered.” In addition, you should realize that the only way to create truly safe space is to radically transform society. The world is a deadly serious place, and about to get more deadly. Take your education seriously.

This course is absolutely “one sided”. You have already been socialized into the dominant

worldview and its ways of understanding the world and you are daily inundated with the “other side.” I advise you to watch CNN or any corporate media, simply attend public school, or listen to what spokespeople from governments and ruling political parties have to say, to get the “other side” on the Latin American and global affairs we will examine in this course.

Grading and Course Requirements

Please become familiar with this syllabus. It is your responsibility to follow the schedule and guidelines laid out in this syllabus for readings and assignments. I will make announcements as well but this does not obviate your responsibility.

There will be two take-home assignments for 20 points each, four in class quizzes for 5 points each, and one quiz for 10 points. There will be a term paper for 30 points. Details of all these assignments will be announced in class and are also included in this syllabus. There will be extra credit opportunities.

Two take-homes:	2 x 20:	40
Four quizzes:	4 x 5:	20
One quiz:	1 x 10:	10
Term paper:	1 x 30:	30
TOTAL		100

You are expected to do ALL the assigned readings and to come to class prepared to discuss these readings. Please bring each week’s reading to class with you. You are encouraged to ask questions, debate, and provide critical commentary on the readings and the lectures.

I do not accept assignments that are turned in late unless some prior arrangement has been made with me. Please take careful note: **DO NOT SLIP ANY ASSIGNMENTS UNDERNEATH MY OR THE TA’S DOORS OR MAILBOXES, THEY WILL NOT BE ACCEPTED.** The only exception is if you have made prior arrangement with me or with the teaching assistants to turn an assignment in outside of class.

In order to ensure prompt responses to your questions and to avoid answering the same questions multiple times, we have added a **Question and Answer forum** to the Gaucho Space page for the course. Please ask any questions that you may have regarding the course through that medium, (such as scheduling, content, clarification, etc.) Your TA's will regularly check the forum for new questions and will respond as promptly as possible. *Before submitting new questions however, please make sure to read through the previously submitted questions to ensure that yours hasn't already been asked and answered, and make sure to first read this syllabus to see if it answers your questions.* If you have questions that are of a more private nature, you are welcome to email your TA's and they either will help you with your issue or refer it to me. You are also always welcome to visit your TA's and myself during our office hours.

Home Video Film Assignment

For this assignment you should view outside of class any *two* of the following films and then write up a 3-4 page brief on the films, focusing on how they are related to what we have been covering in the course. Your brief should not be merely a description of the films: **you should analyze them in relation to the historical and analytical themes of the course.** You should make reference reference, with appropriate citations, in the brief to class lectures and readings, and specifically to the theories, terms, and concepts we cover in class and the readings.

- **MISSING** (*NOT* the 2003 film by this title. This is an early 1980s film on Chile, the 1973 coup and the U.S. role in it, starring Jack Lemmon)
- **ROMERO** (about El Salvador and Archbishop Oscar Arnolfo Romero)
- **EL NORTE** (about the struggle of two Guatemalan refugees in the US)
- **THE AGRONOMIST** (about the Haitian tragedy as told through the story of the murder of a famous Haitian journalist)
- **LA HISTORIA OFICIAL** (about the “dirty war” against dissidents during Argentina’s military dictatorship, 1976-83)
- **BREAD AND ROSES** (about the struggle of largely Latino/a immigrant and black labor force of janitors in Los Angeles to unionize)
- **LA OTRA CONQUISTA** (about Mexico post-conquest)
- **CENTRAL STATION** (about a child’s quest for survival in the face of inequality, power and abuse in the “mean streets” of Brazil’s *favelas*)
- **LA ULTIMA CENA** (depicts slavery in 19th century Cuba)
- **LA BOCA DEL LOBO** (a fictional account of the Shining Path guerrilla movement in the 1980s in Peru)
- **MARIA FULL OF GRACE** (the noxious combination of poverty, gender oppression, and international inequality is depicted in this film about three Colombian women forced into participating in narcotics trafficking. Note: the women work in the transnational flower industry)
- **CASA DE LOS ESPIRITUS** (the story of a family over several generations from the landed oligarchy in Chile, through which the country’s power relations and painful history of struggle is told)
- **KISS OF THE SPIDERWOMAN** (a homosexual and an underground revolutionary are placed in the same jail cell during Brazil’s military dictatorship (1964-1982))
- **FRESAS Y CHOCOLATE** (strawberries and chocolate, a Cuban film on homosexuality in Cuba)
- **IN THE TIME OF THE BUTTERFLIES** (a fictional account of the real life story of the Marabel sisters’ participation in the struggle against the U.S.-supported Trujillo dictatorship in the late 1950s and early 1960s in the Dominican Republic.)
- **TANGO BAR, or TANGO, NO ME DEJES NUNCA (do not chose both, just one or the other)** (both films explore Argentine’s historical and contemporary reality by weaving it through the lens of tango).
- **MEMORIAS DE SUBDESARROLLO/MEMORIES OF**

UNDERDEVELOPMENT, or CUBA, or THREE FACES OF CUBA (chose one of these only) (all three are historic films from the early years of the Cuban revolution).

- **LA FIESTA DEL CHIVO** (about the brutal Trujillo dictatorship in the Dominican Republic, available in Spanish and maybe with English subtitles).
- **CAUTIVA** (about the life of one girl in Argentina who learns that her real parents were detained, tortured, and killed by the military dictatorship just as she was born and that she was giving over and raised by a couple who collaborated with the dictatorship....based on a true story and a widespread phenomenon during the 1976-83 dictatorship)
- **THE SAME MOON (BAJO LA MISMA LUNA)** (about the struggle of a Mexican mother and a son to reunite in Los Angeles after the mother left Mexico to find work for her family).
- **TRASPATIO** (about the travails of Central American transnational migrants as they pass through Mexico on route to the United States).
- **SLEEP DEALER** (this science fictional account of a possible not-to-distant future, in which water has been converted to a private corporate monopoly and immigrant workers have been replaced in the U.S. by robots controlled by workers whose bodies have been electron-biologically connected in Mexico. Although this is science fiction it touches on phenomena apparent in current capitalist globalization in Latin America).
- **BORDERTOWN** (about the femicide that has been going on for two decades now in the border city of Juarez and its linkage to the larger social, economic and political processes bound up with the region's globalization, including the spread of maquiladoras).
- **A BETTER LIFE** (a poignant story of the struggle of one man and his son as immigrants in Los Angeles)
- **EVEN THE RAIN** (about the struggle in Bolivia in 2000 against the privatization of water [the "water war"] with flashbacks to the Columbus conquest on genocide against indigenous).
- **CLANDESTINE CHILDHOOD** (about life in clandestinity during the 1970s military dictatorship in Argentina).
- **MACHUCA** (about the military coup in Chile in 1973 that overthrew, with US support, a democratically elected socialist government and ushered in a brutal military dictatorship).
- **KILL THE MESSENGER** (about how a U.S. journalist uncovered a secret CIA operation to ferret weapons to Central America and bring back drugs that were distributed in inner-city minority communities).

Internet Assignment

For this assignment you will explore the web sites listed at the end of this syllabus and read **at least three news/analysis items or feature articles that address at least three distinct current events or topical matters in Latin America**. Hypothetically, for example, you could read an article about a U.S.-Venezuela dispute, another article about a massacre in Mexico, and a third about how an indigenous organization has been increasing its influence in Peru. Note that each article must come from a different web site. Then you will write an approximately two-page write up on each news, analysis, or feature article, in which you analyze and relate the particular item to

the themes you have learned about and the perspective you have gained from the course and indicating insights that the course and its required readings have given you. Make sure you do not merely describe the article: rather, you must *analyze* the article. What you want to show is how the course has helped you to be able to understand contemporary developments in Latin America. Print up the three articles and staple them to your 6-page essay. Also, feel free to write more than 6 pages total if necessary (but not less).

Term Papers

CHOOSING A TOPIC. You should choose any topic on Latin American development and social change that interests you, so long as it may be related to the central themes of the course. The topic may be a single country or region of Latin America or population group, a current event, or a specific issue. By way of example, any of the following would be typical good themes for the paper: women in the Cuban revolution; the conflict in Central America in the 1980s; the conflict in Colombia; the historic experience of the Aymara Indians in the Andean region with regard to development; Puerto Rico and the struggle for independence; the Bolivarian Revolution in Venezuela; U.S. Intervention in the Caribbean; the Zapatista uprising in Mexico; a critique of U.S. foreign policy towards Latin America; the maquiladora industries along the U.S.-Mexico border; etc. **The key point is to relate your topic to the issues in the course.** For example, a paper exploring the cultural mythology of the Mapuche indigenous people of southern Chile, while certainly an important issue, is NOT appropriate for this particular course. However, a paper on the struggles of the Mapuche people of southern Chile to retain their land and their autonomy IS appropriate. I recommend you chose a topic that interests you personally. *NOTE: IF YOU WANT TO WRITE ABOUT THE NARCO-WARS AND DRUG TRAFFICKING YOU MUST READ ONE OF THE FOLLOWING TWO BOOKS:* 1) Dawn Paley, *Drug War Capitalism*; 2) John Gilber, *To Die in Mexico*

YOU MUST TURN IN A PRINTED SHEET WITH YOUR NAME, PERM NUMBER, AND ONE PARAGRAPH SUMMARIZING WHAT YOU PLAN TO DO FOR YOUR PAPER TOPIC, AND LISTING 4 ACADEMIC SOURCES YOU WILL CONSULT. THIS ONE PAGE IS DUE ON FEB 1. I WILL RETURN THESE TO YOU ON MAY 10, INDICATING WHETHER THE TOPIC IS ACCEPTABLE OR RECOMMENDING AN ALTERNATIVE.

FAILURE TO TURN IN THIS SHEET ON TIME WILL RESULT IN A LOSS OF 5 POINTS ON THE TERM PAPER.

STRUCTURE OF PAPER: The paper should be at least 2,000 words, or 8 double-spaced typed pages. You should start with a 1-2 page introduction that summarizes your topic, questions, argument, method and conclusions or findings. The main body of the paper, 4-5 pages, should present the materials you reviewed, include any narrative, present any data, and develop your analysis or argument. Although you certainly may state your own view on the topic, make sure to distinguish between the material you present and your

own views on that material. The conclusion, some 1-2 pages, should recapitulate your findings and indicate what further considerations might be explored in future research. NOTE: THIS IS A LOOSE GUIDELINE, NOT A RIGID FORMULA.

STYLE: The paper must be typed, each page numbered, and include a bibliography of books and articles you used. Sources must be indicated (either in footnote/endnote form, or marked off in parenthesis). Please note that although you may use Internet sources, I also expect you to consult print books and articles **and use at least 4 academic sources (meaning journal articles or books)**. A paper based wholly, or even mostly, on internet sources, will receive a low grade. You may also cite class lectures directly and course readings. **You cannot use Wikipedia as a source, although you can consult Wikipedia for leads.** Please include a title, your name and student ID number, and subtitles for each section.

A recent social science study found that 80 percent of college students plagiarize in writing their papers. I *do* periodically investigate student term papers and have my TAs undertake investigations, including tracking internet sources. *If I find you have plagiarized you will receive an automatic zero for the paper, a likely failing grade for the course, may be expelled from the course, and suffer other sanctions, in accordance with the student code of conduct.* I would prefer a less than perfect paper that demonstrates you struggled to research and to write in your own words than a perfectly written paper that involves plagiary.

Papers are due on May 14 and will not be accepted late. You may always turn you paper in early. I do not accept papers that you are prepared for other courses. Your paper must be an original work.

Tentative Week-by-Week Course Outline and Schedule of Readings (subject to change)

April 5: Introduction to course: What *is* Latin America? What is *social change* in Latin America? What is *development*?

No readings for this first class.

April 12: Uneven Development in the World Capitalist System: Poverty, Inequality, and Social Justice; Theories of Development, Underdevelopment, and Social Change.

Read: “The Sociology of Development” (in reading packet); “Introduction” and “History and Power” in Duncan Green.

Film: Global Assembly Line

April 19: Uneven Development...conclusion.

Films: Hungry for Profit

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

April 26: Pre-Colombian Societies, and The Stages of Latin America's Incorporation into the World Capitalist System. Themes: The Conquest, myth and reality; precious metals and minerals; export-crop plantations; dependent industrialization, globalization.

Read: "Pestilence and Genocide," from *American Holocaust* (in reading packet), Galeano, "Lust for Gold, Lust for Silver" from *Open Veins of Latin America* (in reading packet); Chapters in Green, *Faces of Latin America*, "The Commodity Trade" and "Silent Revolution: Market Economics"

May 3: Conclusion of Stages of Latin America's Incorporation into the World Capitalist System. Themes: The Conquest, myth and reality; precious metals and minerals; export-crop plantations; dependent industrialization, globalization,

Read: Green, chapter 3, "Promised Land" and Robinson, "Latin America, State Power, and the Challenge to Global Capital" (in reading packet).

**First take home assignment: See above, "home video film assignment."
THIS ASSIGNMENT WILL BE DUE ON MAY 10.**

May 10: Culture and Cultural Practices in Latin America

Read: Munck, "Culture" (in reading packet) and Green, chapter 5, "Writing on the Wall: Culture, Identity, and Politics"

SPECIAL PRESENTATION: THE MUSIC OF LATIN AMERICA: POWERPOINT, MUSIC, AND DANCE PERFORMANCE.

ONE PAGE SHEET SUMMARIZING YOUR PROPOSED PAPER TOPIC DUE TODAY.

FIRST TAKE HOME DUE TODAY

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

Read: Green, “Social Movements and the Struggle for Change” and “The Left in Latin America”, SubComandante Marcos, “A Tourist Guide to Chiapas”; Che Guevara, “Message of the Tricontinental”; “Central America: From Revolution to Neo-Liberal Reform”; “Time of the Snails: Autonomy and Resistance in Chiapas”; Brazil’s Landless Hold Their Ground” (all in reading packet).

Film: Che Guevara

**SECOND TAKE HOME, INTERNET EXPLORATION, WILL BE DUE
MAY 24**

May 24: U.S. Intervention in Latin America.

Read: Green, The State and the Military, Robinson, “Polyarchy: Coercion’s New Face in Latin America” (in reading packet), and “Closing the Seams: U.S. Security Policy in the Americas”, “Democracy and Plan Colombia”; “Currency of Death: Unraveling the Political Economy of the Drug Wars symposium (all in reading packet).

Film: “The War on Democracy”

SECOND TAKE HOME DUE TODAY.

May 31 Racial and Ethnic Relations in Latin America/Women and Gender in Latin America

Read: Green, “Race and Ethnicity” and “Gender and Politics,” “Race in Latin America,” “Latin American Feminism: Gains, Losses, and Hard Times,” “Blood on the Palms: Afro-Colombianos Fight New Plantations” (in reading packet).

June 7: Case Study: Guatemala and the Indigenous Struggle, discussion of Rigoberta Menchu

Read: *I, Rigoberta Menchu*, and “Multinational Gold Rush in Guatemala” (in reading packet, this is just 4 pages)

Quiz for 10 points on Rigoberta Menchu and “Gold Rush”

Film: Winds of Memory

Term Papers Due on June 14.

Supplemental Bibliography on Latin America

General Latin America Reading

- Jan Knippers Black (ed), *Latin America: Its Problems and Its Promise*
- Ronaldo Munck, *Contemporary Latin America*
- Duncan Green, *Faces of Latin America* (2nd, updated edition)
- Walter D. Mignolo, *The Idea of Latin America*
- Peter Winn, *Americas: The Changing Face of Latin America and the Caribbean*
- E Bradford Burns, *Latin America: Conflict and Creation, A Historical Reader*, and *Latin America: A Concise Interpretive History*.
- Eduardo Galeano, *The Open Veins of Latin America*.
- Thomas E. Skidmore and Peter H. Smith, *Modern Latin America*
- Vanden and Prevost, *The Politics of Latin America*
- William I. Robinson, *Latin America and Global Capitalism*
- Frederick Weaver. *Latin America in the World Economy: Mercantile Colonialism to Global Capitalism*
- Robert N. Gwynne and Cristobal Kay, *Latin America Transformed: Globalization and Modernity*
- Hershberg and Rosen (editors), *Latin America After Neo-Liberalism*
- Duncan Green, *Silent Revolution: The Rise of Market Economics in Latin America*
- Eric Eustace Williams, *From Columbus to Castro: The History of the Caribbean, 1492-1969*;
- John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*.
- Henry Veltmeyer, *On the Move: The Politics of Social Change in Latin America*.
- Ronaldo Munck, *Rethinking Latin America: Development, Hegemony, and Social Transformation*.

Zapatistas/Indigenous

- Gloria Munoz Ramirez, *The Fire and the Word*
- Tom Hayden (ed), *The Zapatista Reader*
- Subcomandante Marcos, *Our Word is our Weapon, Selected Writings*
- Neil Harvey, *The Chiapas Rebellion: The Struggle for Land and Democracy*
- Jack Weatherford, *Indian Givers: How the Indians of the Americas Transformed the World* (New York: Fawcett Columbine, 1988).
- Mark Becker, *Indians and Leftists in the Making of Ecuador's Modern Indigenous Movement*
- Charles Hale, *Mas que un Indio*

Haiti

- Randall Robinson, *An Unbroken Agony: Haiti, from Revolution to the Kidnapping of a President*;
- Timothy T. Schwartz, *Travesty in Haiti: A true account of Christian Missions, Orphanages, Fraud, Food Aid and Drug Trafficking*;
- Justin Pudor, *Haiti's New Dictatorship: The Coup, The Earthquake and the UN Occupation*.
- Jeb Sprague, *Paramilitarism and the Assault on Democracy in Haiti*.

Mexico/Maquiladoras, NAFTA and other Themes

- John Gibler, *Mexico Unconquered: Chronicles of Power and Revolt*
- Altha J. Cravey, *Women and Work in Mexico's Maquiladoras*
- David Bacon, *The Children of NAFTA: Labor Wars on the US/Mexico Border*;
- Maria Patricia Fernandez-Kelly, *For We Are Sold: I And My People*.
- Susan Tiano, *Patriarchy on the Line: Women, Gender, and Ideology in the Mexican Maquila Industry*.

Central America

- Greg Grandin, *The Last Colonial Massacre*
- William I. Robinson, *Transnational Conflicts: Social Change, Globalization, and Development* (2003);
- Elisabeth Jean Wood, *Insurgent Collective Action and Civil War in El Salvador*
- Booth and Walker, *Understanding Central America* (get latest edition)

Venezuela, Cuba, Revolutions

- Greg Wilpert, *Changing Venezuela By Taking Power: The History and Politics of the Chavez Government*
- Richard Gott, *Cuba: A New History*
- Walter LaFeber, *Inevitable Revolutions*
- Jorge G. Castañeda, *Utopia Unarmed: The Latin American Left after the Cold War*
- German Sanchez, *Cuba and Venezuela: An Insight into Two Revolutions*.
- Richard Gott, *Hugo Chavez: The Bolivarian Revolution in Venezuela*
- Tariq Ali, *Pirates of the Caribbean: Axis of Hope*
- Nikolas Kozloff, *Hugo Chavez: Oil, Politics, and the Challenge of the US*;
- Bart Jones: *The Hugo Chavez Story from Mud Hut to Perpetual Revolution*;
- German Sanchez, *Cuba y Venezuela: Reflexiones y Debates*;
- Vilma Espin, Asela de los Santos, and Yolanda Ferrer. *Women in Cuba: The Making of a Revolution Within the Revolution: From Santiago de Cuba and the Rebel Army, to the Birth of the Federation of Cuban Women*, Pathfinder Press, 2012.
- Roberto Regalado, *Latin America at the Crossroads: Domination, Crisis, Popular Movements and Political Alternatives*

- Jeffery R. Webber and Barry Carr (eds.), *The New Latin American Left: Cracks in the Empire*.

South America

- Forrest Hylton and Sinclair Thomson, *Revolutionary Horizons: Popular Struggle in Bolivia*
- Doug Stokes, *America's Other War: Terrorizing Colombia*
- Oscar Olivera, *Cochabamba! Water War in Bolivia*
- Teresa P. R. Caldeira, *City of Walls: Crime, Segregation, and Citizenship in Sao Paulo*;
- Jasmin Hristov, *Blood and Capital: The Paramilitarization of Colombia*
- Javier Giraldo, *Colombia: The Genocidal Democracy*
- Garry M. Leech, *Killing Peace: Colombia's Conflict and the Failure of US Intervention*;
- Sara Flounders, *War In Colombia: Made in USA*;
- Robin Kirk, *More Terrible Than Death: Drugs, Violence, and America's War in Colombia*;
- Mario Murillo, *Colombia and the United States: War, Unrest, and Destabilization*;
- Aviva Chomsky, *The Profits of Extermination: Big Mining in Colombia*
- Oliver Villar and Drew Cottle, *Cocaine, Death Squads, and the War on Terror: U.S. Imperialism and Class Struggle in Colombia*.
- Nikolas Kozloff, *Revolution! South America and the Rise of the New Left*;
- Jasmin Hristov, *Paramilitarism and Neoliberalism: Violent Systems of Capital Accumulation in Colombia and Beyond*.
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Immigration

- Joseph Nevins, *Operation Gatekeeper*
- Deepa Fernandes, *Targeted: Homeland Security and the Immigrant Business*
- Tanya Maria Golash Boza, *Immigrant Policing, Disposable Labor, and Global Capitalism*;
- Alfonso Gonzales, *Reform Without Justice: Latino Migrant Politics and Homeland Security*;
- David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*

Race/Ethnicity in Latin America

- Peter Wade, *Race and Ethnicity in Latin America*
- June C. Nash, *Mayan Visions: The Quest for Autonomy in the Age of Globalization*

- Kay B. Warren, *Indigenous Movements and Their Critics: Pan-Maya Activism in Guatemala*.
- Edward E. Telles, *Race in Another America: The Significance of Skin Color in Brazil*
- Mark Q. Sawyer, *Racial Politics in Post-Revolutionary Cuba*
- Marilyn Grace Miller, *Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America*
- George Reid Andrews, *Afro-Latin America, 1800-2000*
- Edward Eric Telles, *Race in Another America: The Significance of Skin Color in Brazil*;
- Esteban Morales Dominguez, *Race in Cuba: Essays on the Revolution and Racial Inequality*.

Women and Gender in Latin America

- Helen Safa, *The Myth of the Male Breadwinner*
- Padula A and Smith LM, 1996, *Sex and Revolution: Women in Socialist Cuba*
- Jane Jaquette (ed.), *The Women's Movement in Latin America: Participation and Democracy*.
- Lynn Stephen, 1997, *Women and Social Movements in Latin America: Power From Below*, Austin, University of Texas Press
- Vilma Espin, Asela de los Santos, and Yolanda Ferrer. *Women in Cuba: The Making of a Revolution Within the Revolution: From Santiago de Cuba and the Rebel Army, to the Birth of the Federation of Cuban Women*, Pathfinder Press, 2012.
- Jennifer Bickham Mendez, *From the Revolution to the Maquiladoras: Gender, Labor, and Globalization in Nicaragua*

Social Movements in Latin America

- Arturo Escobar and Sonia Alvarez, *The Making of Social Movements in Latin America: Identity, Strategy, and Democracy*.
- Benjamin Dangl, *Dancing with Dynamite: Social Movements and States in Latin America*
- Raul Zibechi, *Dispersing Power: Social Movements as Anti-State Forces*
- Raul Zibechi, *Territories in Resistance*

US Intervention

- William I. Robinson, *A Faustian Bargain: U.S. Intervention in the Nicaraguan Elections and American Foreign Policy in the Post-Cold War Era*
- William I. Robinson, *Promoting Polyarchy: Globalization, U.S. Intervention, and Hegemony*

- William Blum, *U.S. Military and CIA Interventions Since WWII* (updated 2003 edition – you will find an exhaustive bibliography on U.S. interventionism by following the footnotes to each entry)
- William I. Robinson, *Latin America and Global Capitalism*.
- Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*
- Dawn Paley, *Drug War Capitalism*.
- Jasmin Hristov, *Paramilitarism and Neoliberalism: Violent Systems of Capital Accumulation in Colombia and Beyond*.

Leading Journals and News Sources On Latin America

- *Latin America Perspectives* (journal)
- *Journal of Latin American Studies* (journal)
- *Bulletin of Latin American Research* (journal)
- *Latin American Research Review* (official journal of LASA)
- *Latin American Politics and Society* (journal)
- *Journal of Latin American Cultural Studies* (journal)
- *Hispanic American Historical Review* (journal)
- *Canadian Journal of Latin American and Caribbean Studies* (journal)
- NACLA [North American Congress on Latin America] *Report on the Americas* (bi-monthly semi-journal, semi-news/analysis magazine) [HIGHLY RECOMMENDED].
- *Latin American Weekly Report* (weekly news brief)
- LANIC-University of Texas at Austin. Crucial portal to news and data on and from Latin America, considered the “Virtual Library” for Latin American Studies, <http://lanic.utexas.edu/las.html>
- <http://www.narconews.com/> (website providing radical perspective and analysis on news events in Latin America)
- <http://upsidedownworld.org/main/> (same)
- <http://www.clacsa.org.ar/>, website of the Consejo Latinoamericano de Ciencias Sociales (Latin American Social Science Council, based in Buenos Aires)
- <http://lasa.international.pitt.edu/>, website of the U.S.-based Latin American Studies Association (LASA).

Web Sites with News, Analysis, and Feature Stories on Latin America

- <http://www.latinbusinesschronicle.com/index.html>. Business and economic news from a conservative viewpoint.
- <http://www.zmag.org/weluser.htm>. <https://zcomm.org/znet/>. News, analysis, and commentary from around the world from a progressive and radical social justice viewpoint. You need to search for the cluster on news from Latin America.
- <http://upsidedownworld.org>. Website on Latin American social movements and popular struggles.

- <http://alainet.org/>. Excellent website for news, analysis and commentary on social struggles in Latin America, in Spanish, English, and Portuguese.
- <http://www.narconews.com/>. This website was started originally to “report on the drug war and democracy in Latin America” and now covers social movements and current events very broadly from a progressive perspective.
- <https://nacla.org/>. Home page of North American Congress on Latin America. Contains many interesting articles from a progressive perspective
- <http://www1.lanic.utexas.edu/>. The most important single website for research on Latin America. Run out of the University of Texas-Austin, this is a clearinghouse for a vast quantity of websites, reports, and data on Latin America, largely from Latin America.
- <http://americaspolicy.org>, and <http://americas.irc-online.org>. Web site of the Americas Policy Program, providing a wide variety of articles and analysis.
- <http://www.barnews.com/index.php>. This website is a porthole that will direct you to newspapers and magazines published in different Latin American countries.
- <http://www.telesurtv.net/index.php>. Note: This is a Spanish-language only website. Journalists and governments from several South American countries, including Venezuela, Bolivia, Argentina, Brazil, Cuba, among others, wanted to create an alternative news channel to CNN International in Latin America. *Telesur* is the collective effort and this is the website.
- <http://www.telesurtv.net/english/section/news>, english language news service produced by *Telesur*.
- <http://www.rebellion.org/>. This website is in Spanish, and contains critical analyses of current political processes and events in Latin America.
- <http://www.venezuelanalysis.com/>. This website is dedicated to critical news coverage and analyses of events in Venezuela and in particular regarding the Bolivarian revolution.
- <http://www.cipcol.org/>, the Center for International Policy’s webpage on Colombia, news and analysis from a critical perspective.
- <http://www.haitisupport.gn.apc.org/>, excellent website on Haiti
- <http://isla.igc.org/index.html>, Information Services Latin America (ISLA), a porthole to many good news and analysis items from a critical perspective.
- <http://www.cipamericas.org/>, website of Americas Program.
- <http://www.lab.org.uk/index.php>, website of Latin America Bureau.

APPENDIX: Here is a list of various student services available on campus. I encourage you to make use of them:

- Campus Learning Assistance Services (CLAS) <http://clas.sa.ucsb.edu>
- Campus Advocacy Resource and Education (CARE): <http://wgse.sa.ucsb.edu/care/home>
- Counseling & Psychological Services <http://caps.sa.ucsb.edu>
- Disabled Students Program <http://dsp.sa.ucsb.edu/>
- Educational Opportunity Program (EOP) <http://eop.sa.ucsb.edu>
- Health and Wellness <http://wellness.sa.ucsb.edu>
- Little Big Engineer: <https://orgsync.com/129034/chapter>

- MultiCultural Center <http://mcc.sa.ucsb.edu/>
- Non-Traditional Student Resource Center <http://wgse.sa.ucsb.edu/nontrad/>
- Office of International Students and Scholars <http://oiss.sa.ucsb.edu/>
- Office of the Ombuds <https://ombuds.ucsb.edu/>
- Office of Student Life (OSL) <http://osl.sa.ucsb.edu/>
- Opening New Doors to Accelerating Success (ONDAS) Center<http://www.ondas.ucsb.edu/home>
- Resource Center for Sexual and Gender Diversity: <http://wgse.sa.ucsb.edu/RCSGD/home>
- Transfer Student Center (TSC) <http://transfercenter.ucsb.edu>
- UCSB Alcohol and Drug Program: <https://alcohol.sa.ucsb.edu/>
- UCSB Social Work Services: <http://studenthealth.sa.ucsb.edu/behavioral-health/social-work>
- UCSB Student Health Services: <http://studenthealth.sa.ucsb.edu/>
- Undergraduate Mentorship Program <http://duels.ucsb.edu/academics/academic-success/mentor>
- Undocumented Student Services <http://www.sa.ucsb.edu/dreamscholars/home>
- Veterans' Resource Center: <http://www.sa.ucsb.edu/veterans/home>
- Women's Center <http://wgse.sa.ucsb.edu/WomensCenter/home>