

Sociology 145L
Fall 2017

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Social Change in Latin America

The purpose of this course is to introduce students to the origins and nature of social change in contemporary Latin America, with a special emphasis on Central America and Venezuela. A socio-historical approach will be used to describe the region's development, which will lay the groundwork for understanding the emergence over the past 50 years of movements promoting social change in Nicaragua, El Salvador, Guatemala, and Venezuela. We will examine the socioeconomic and geopolitical aspects of the conflicts, the actors involved, and the dilemmas that have arisen where social movements have succeeded in gaining power and initiating a process of social transformation. While particular focus will be placed on these four countries, the course will also provide students with the theoretical and analytical tools required to comprehend social change elsewhere in Latin America.

Course Requirements

Written work will consist of one take-home, essay mid-term exam (worth 30% of the final grade), a research paper (worth 38% of the final grade), and a take-home, essay final exam (worth 20% of the final grade). The research paper will examine some specific aspect of social change in one of the four countries the course is focused on. A brief (half page) synopsis of the paper will be required in order to assist students in selecting a researchable topic. See due dates in the course outline with regard to each one of these assignments. Participation in discussion sections will make up the remaining 12% of the final grade.

Students will be expected to do all of the required readings listed below and attend class and discussion section. The written assignments will test your comprehension of readings and lectures. Students should also follow current events in Latin America in the news, and be prepared to discuss recent developments in class. Attached to this syllabus please find and read several pages selected from the university's guide on Academic Dishonesty. Academic Honesty will be taken very seriously in this course.

Course Materials

A reader of required articles has been put together for the course and is available from University Copy (2425 Channing Way - 549-2335). Articles included in the reader are designated with an * in the Course Outline. In addition, three required books are on

Week 3: Origins of the Central American Crisis (Continued) (8-14 September)

Required Readings:

Williams, Robert, *Export Agriculture and the Crisis in Central America*. Part 2 and Part 3 (just Chapter 7), (pp. 77-165).

Recommended Readings:

Bulmer-Thomas, Victor, *The Political Economy of Central America since 1920*. Cambridge: Cambridge University Press (1987). Chapters 6, 8, 9, and 10.

Brockett, Charles, *Land, Power and Poverty: Agrarian Transformation and Political Conflict in Central America*. Boulder, CO: Westview Press (1998). Chapters 3-4.

Week 4: Nicaragua: Pre-1979 (15-21 September)

Required Readings:

*Booth, John A., *The End and the Beginning: The Nicaraguan Revolution*. Chapters 4-6 (pp. 51-126). Boulder: Westview (1985).

Recommended Readings:

Dunkerley, James, *Power in the Isthmus: A Political History of Modern Central America*. London: Verso (1988). Chapter 6.

Walter, Knut, *The Regime of Anastasio Somoza*. Chapel Hill, NC: University of North Carolina Press (1993).

Week 5: Nicaragua: Post-1979 (22-28 September)

Required Readings:

*Booth, John, *The End and the Beginning*. Chapter 9 (pp. 185-223).

*Close, David, *Nicaragua: Politics, Economics and Society*. Chapter 3 (pp. 73-106). London: Pinter (1988).

*Williams, Harvey, "The Social Impact in Nicaragua." In *Reagan vs. the Sandinistas: The Undeclared War on Nicaragua*, edited by Thomas W. Walker, pp. 247-264. Boulder: Westview (1987).

*Bendaña, Alejandro, "Nicaragua's Structural Hurricane," *North American Congress on Latin America (NACLA)*, XXXIII, 2 (Sept./Oct. 1999): 16-23.

Recommended Readings:

Walker, Thomas W., *Nicaragua: The First Five Years*.

Prevost, Gary, and Harry Vanden (Eds.), *The Undermining of the Sandinista Revolution*. New York: St. Martin's Press (1997).

Close, David, and Kalowatie Deonandan (Eds.), *Undoing Democracy: The Politics of Electoral Caudillismo*. Lanham, MD: Lexington Books (2004).

[PAPER SYNOPSIS DUE: 28 SEPTEMBER]

Handy, Jim, *Revolution in the Countryside: rural Conflict and agrarian Reform Guatemala, 1944-1954*. Chapel Hill, NC: University of North Carolina Press (1994).

Week 9: Guatemala: Post-1980 (20-26 October)

Required Readings:

Wilkinson, Daniel, *Silence on the Mountain*, Parts IV (pp. 193-359).

Recommended Readings:

Manz, Beatriz, *Paradise in Ashes: A Guatemalan Journey of Courage, Terror, and Hope*. Berkeley: University of California Press (2004).

Levenson-Estrada, Deborah, *Trade Unionists Against Terror: Guatemala City, 1954-1985*. Chapel Hill, NC: University of North Carolina Press (1994).

Week 10: Emigration from, and Drug Trafficking and Gangs in, Central America

(27 October-2 November)

Required Readings:

*Chinchilla, Norma Stoltz, and Nora Hamilton, "Central America: Guatemala, Honduras, Nicaragua." In *The New Americans: A Guide to Immigration since 1965*, edited by Mary Wates and Reed Ueda, pp. 328-339. Cambridge, MA: Harvard University Press (2007).

*Arana, Ana, "The New Battle for Central America," *Foreign Affairs* 80, 6 (November-December 2001): 88-101.

*Wolf, Sonja, "Mara Salvatrucha: The Most Dangerous Street Gang in the Americas?" *Latin American Politics and Society* 54: 1 (2012): 65-99.

Recommended Readings:

Garni, Alisa, "Mechanisms of Migration: Poverty and Social Instability in the Postwar Expansion of Central American Migration to the United States," *Journal of Immigrant and Refugee Studies*, 8, 3 (July-September 2010): 316-338.

Viviano, Frank, "A Vacation Goes South," *California Magazine*, Summer 2012: pp. 42-47.

NACLA "Drug Economies of the Americas, Profile: Central America/Carribbean," *NACLA Report on the Americas*, XXXVI, 2 (September/October 2002): 16.

Rodgers, Dennis, "Slum Wars of the 21st Century: Gangs, *Mano Dura* and the New Urban Geography of Conflict in Central America," *Development and Change*, 40, 5 (2009): 949-976.

Week 11: A More Recent Revolution, Venezuela: Its Origins (3-9 November)

Required Readings:

* Lombardi, John, "Prologue: Venezuela's Permanent Dilemma." In *Venezuelan*

Recommended Readings:

LaFeber, Walter, *Inevitable Revolutions: The United States in Central America* (N.Y.: W.W. Norton, 1993).

LeoGrande, William, M., *Our Own Backyard: The United States in Central America, 1977-1992*. Chapel Hill, NC: University of North Carolina Press (1998).

Golinger, Eva, *The Chávez Code : Cracking U.S. Intervention in Venezuela*. Northampton, MA : Olive Branch Press (2006).

Week 15: Prospects for the Future (29-30 November)

Required Readings:

* Booth & Walker, *Understanding Central America*. Chapter 11 (pp. 197-212).

Recommended Readings:

Karl, Terry Lynn, "Economic Inequality and Democratic Instability," Journal of Democracy 11, 1 (2000): 149-156.

[Hand Out Final Exam: 30 November]

Week 16

[Turn in Final Exam: By 11:30 AM, 11 December]

Academic Dishonesty - Definition

Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function. Most, although not all, such attempts fall into one or more of the following three categories:

Plagiarism: Deliberately presenting work, words, ideas, theories, etc., derived in whole or in part from a source external to the student as though they are the student's own efforts. Examples of plagiarism include, but are not limited to the following:

- Failing to use proper citations as acknowledgment of the true source of information included in a paper, written or oral examination, or any other academic exercise.
- Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student's own, in any academic exercise.
- Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

Cheating: Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor as part of any academic exercise. Examples of cheating include, but are not limited to the following:

- Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others.
- Assuming another individual's identity or allowing another person to do so on one's own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.
- Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member's permission.

Other Academic Misconduct: Falsifying or fabricating data, records, or any information relevant to the student's participation in any course or academic exercise, or tampering with such information as collected or distributed by the faculty member. Examples of academic dishonesty include, but are not limited to the following:

- Falsifying, or attempting to falsify, attendance records, graded exercises of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
- Inventing, fabricating, or falsifying data as part of the completion of any academic exercise.
- Knowingly furnishing false information (or facilitating the furnishing of false information) to a faculty member. The foregoing list of offenses is not intended to be fully exhaustive of all potential instances of academic dishonesty. Faculty and administrators may identify cases of academic dishonesty not herein contemplated.