

Winter 2017
10A (X Wed 3:30)
Dartmouth College
Silsby 208

Professor Lisa Baldez
102 Baker; 646-2655
lisa.baldez@dartmouth.edu
Ofc hrs: Wed 1-3 and by appt.

LACS 80/AAAS 90/GOVT 84.06 **Identity and Power in the Americas**

Course Description

In this course, students will examine how different forms of collective identity—including class, race, ethnicity, indigeneity and gender—have shaped Latin American and Latino politics in the 20th and 21st centuries. We will focus on a range of cases in Latin America and the U.S. to address the following questions: In what ways does the state create and sustain certain categories of identity as the basis for political inclusion and exclusion? What explains changes in the political salience of certain categories of collective identity? Why do some identities become politically salient and others do not? How have forms of political representation changed over the past century? How does state policy affect the ability of groups to mobilize and press for demands? How do organized groups affect state policy? What are the possibilities and limitations of identity-based mobilization?

Next time:

- Indicate amounts of reading for each class meeting (page range); front load readings and assignments for beginning of the week, with reflections not requiring additional reading at the end of the week
-

Course Objectives

By the end of this course, you will be able to

- Foster the success of the class by creating and adhering to group norms for class discussion and determining the standards for assessment of assignments.
- Describe the facts and concepts and arguments made in the assigned readings, verbally and in written form.
- Explain, and then critique, the arguments made in the assigned readings, verbally and in written form.
- Synthesize the material assigned in class to answer the following questions:
 - In what ways does the state create and sustain certain categories of identity as the basis for political inclusion and exclusion?
 - What explains variation in the political salience of certain categories of collective identity? Why do some identities become politically salient and others do not?

- How does state policy affect ability of identity-based groups to mobilize and press for demands? How do organized groups affect state policy?
- What are the possibilities and limitations (pros and cons) of identity-based mobilization?
- Reflect on the assigned material in order to link it to what you already know and to generate your own perspective.
- Apply the theoretical perspectives and substantive content studied in class to explain the emergence, evolution and impact of identity-based politics in a case not studied in class.
- Strengthen your speaking and listening skills by participating regularly and meaningfully in class discussions.

Required Books

This term we will focus on five categories of identity politics: race, class, indigeneity, sexual orientation and ethnicity. We will read five books total, one for each category, plus the Communist Manifesto.

- Peter Winn, *Weavers of the Revolution: The Yarur Workers and Chile's Road to Socialism*. New York: Oxford University Press, 1989. ISBN 978-0195045581 (available online through the library)
- George Reid Andrews, *Afro-Latin America 1800-2000*. New York: Oxford University Press, 2004. 978-0195152333
- Cristina Beltrán, *The Trouble with Unity: Latino Politics and the Creation of Identity* New York: Oxford University Press, 2010. ISBN 978-0-19-537591-6
- Communist Manifesto (available online)
- Jung, Courtney, *The Moral Force of Indigenous Politics: Critical Liberalism and the Zapatistas*. New York: Cambridge University Press, 2008. F1219.3.E79 J86 2008

I initially ordered these two books, but decided not to use them. If you bought them, please return them—and if you can't do that, let me know.

- Omar Encarnación, *Out in the Periphery: Latin America's Gay Rights Revolution*. New York: Oxford University Press, 2016 (available online through the library)
- Roberta Rice, *The New Politics of Protest: Indigenous Politics in Latin America's Neoliberal Era*. Tucson: University of Arizona Press, 2012. (available online through the library)

Assignments

You must complete all the assignments in order to pass the class.

1. *The Basics* 10% (10 @ 1% each)

I EDNED UP MAKING 8 REQUIREDEach reading assignment will be paired with a set of questions that will guide our discussion in class. You will complete 10 sets of questions over the course of the term. The purpose of “the basics” is to identify the and to engage with the assigned readings actively before you come to class.

2. *Reflection Papers* 10% (5 @ 2%)

Write for 30 minutes on a topic handed out in class. There is no page limit for the reflection papers; instead, set a timer and write continuously without stopping for 30 minutes. You will write five of these during the term.

3. *Synthesis Paper* 30%

Write a 5-page essay synthesizing three of the books read in class (*Afro Latin America; Weavers of the Revolution*, and the articles on LGBT politics) to answer questions about the relationship between the state and collective identity (see learning objectives above). No additional outside reading or research is required for this paper. It’s due Monday, February 20 by 10:00pm. Upload your paper to the Canvas site.

4. *Final Paper* 40%

Write a 10-page essay in which you synthesize what you’ve learned in class and apply it to a different context. The goal of this assignment is to apply the theoretical perspectives and substantive content studied in class to explain an example of identity-based politics not studied in class. The paper is due by **March 12 at 6pm**. Upload your paper to the Canvas site.

5. *Class Participation* 10%

I will expect that you come to class having done the readings and “the basics” above. Your participation will be assessed in terms of how well you understand the basics of the assigned material and the quality of your engagement in discussion and other in-class activities (including listening and periodic writing), as well as attendance. Close reading of the assigned material is only the first step of learning. Much of the work of processing information and generating ideas takes place through talking, listening and debating. I expect you to do all the assigned reading, think about how the readings address the discussion questions, and come to class prepared to engage.

Daily Class Meetings

- Th Jan 5 Is Identity Politics Dead?
Read:
- [The End of Identity Liberalism?](#)

- [The Crisis for Liberalism](#)
- [Really, You're Blaming Transgender People for Trump?](#)
- [What Donald Trump Doesn't Know About Black People](#)
- [Feminism Lost. Now What?](#)

- T Jan 10 *What explains cross-national variation in the abolition of slavery?*
Read: Andrews, Chs. 1 & 2
Assignment: The Basics
- Wed Jan 11 Optional x-hour
- Th Jan 12 *Whitening*
Read: Andrews, Chs. 3 & 4
Assignment: The Basics
- T Jan 17 *Browning and Beyond*
Read: Andrews, Chs. 5 & conclusion; listen/read NPR piece
<http://www.npr.org/2016/12/18/506045513/since-established-in-1950-s-brazilians-say-anti-racism-laws-aren-t-enough>
Assignment: The Basics
- Wed Jan 18 Optional x-hour
- Th Jan 19 *Reflection and Discussion*
Read: No additional reading
Assignment: Reflection paper on Andrews, *Afro-Latin America* (due 10pm Wednesday night)
- T Jan 24 *Marxist Theory of Class Consciousness*
Read: Communist Manifesto
Assignment: The Basics
- W Jan 25 **REQUIRED X-HOUR
Discussion of Communist Manifesto
Assignment: Reflection Paper (due 10pm Tuesday night)
- Th Jan 26 *The Formation of Class Identity in Allende's Chile*
Read: Winn, *Weavers of the Revolution*, Parts I and II (pp. 1-134)
Assignment: The Basics
- T Jan 31 Class does not meet today
- Th Feb 2 Class does not meet today, but you have written work due
Read: Winn, *Weavers of the Revolution*, Parts III, IV and V (pp. 139-246)

Assignment: The Basics

T Feb 7 Discussion on *Weavers of the Revolution*
Assignment: Reflection Paper

W Feb 8 REQUIRED X-HOUR
Read:

Why Is Latin America So Progressive on Gay Rights?

<http://www.nytimes.com/roomfordebate/2014/01/29/why-is-latin-america-so-progressive-on-gay-rights>

Read: Javier Corrales, *LGBT Rights and Representation in Latin America and the Caribbean: The Influence of Structure, Movements, Institutions and Culture*

https://globalstudies.unc.edu/files/2015/04/LGBT_Report_LatAm_v8-copy.pdf

Assignment: The Basics

Th Feb 9 *Transnational Influence on LGBT Politics*
Read:

Elisabeth J. Friedman, "Constructing 'The Same Rights With the Same Names': The Impact of Spanish Norm Diffusion on Marriage Equality in Argentina" *Latin American Politics & Society* (2013) 54, 4 pp. 29-59.

Omar Encarnación, "Chapter 1: Latin America Through Transnational Lenses," in *Out in the Periphery: Latin America's Gay Rights Revolution*. New York: Oxford University Press, 2016, 18-48.

Omar Encarnación, "International Influence, Domestic Activism, and Gay Rights in Argentina," *Political Science Quarterly* 128 (Winter 2013-14).

Assignment: The Basics

T Feb 14 *Comparative Perspectives on LGBT Politics in Latin America*

Read:

Jordi Diez, 2013. "Explaining Policy Outcomes: The Adoption of Same-Sex Unions in Buenos Aires and Mexico City" *Comparative Political Studies* Vol. 46 (February) No. 2: 212-35.

[Javier Corrales and Mario Pecheny, "Six Reasons Argentina Legalized Gay Marriage First," *Americas Quarterly* Web Exclusive, July 29](#)

Rafael de la Dehesa, "Global Communities and Hybrid Cultures: Early Gay and Lesbian Electoral Activism in Brazil and Mexico" *Latin American Research Review*, Volume 42, Number 1, 2007, pp. 29-51.
<https://muse.jhu.edu/article/212962>

Which account is the most persuasive, and why?
Assignment: Reflection Paper

- W Feb 15 Optional x-hour
- Th Feb 16 How Do States Construct Identity?
Read: Jung, *The Moral Force of Indigenous Politics*, Intro and beginning of Ch. 1 (pp. 1-38)
Assignment: The Basics
- M Feb 20 Synthesis Paper due by 10:00pm
- T Feb 21 *The Zapatistas*
Read: Jung, *The Moral Force of Indigenous Politics*, Chs. 2 and 3 (pp. 79-146)
Assignment: The Basics
- W Feb 22 Optional x-hour
- Th Feb 23 *A Proposal to Rethink Identity Politics*
Read: Jung, *The Moral Force of Indigenous Politics*, Chs. 4 and 5 (pp. 147-232)
Assignment: Reflection paper
- T Feb 28 *Latino Identity in the United States*
Read: Beltrán, *The Trouble with Unity*, Intro and Ch. 1
Assignment: The Basics
- W March 1 Optional x-hour
- Th March 2 *Identity Politics and Political Theory*
Read: Beltrán, *The Trouble with Unity*, Chs. 2 and 3
Assignment: The Basics
- T March 7 *From Identity to Political Action*
Read: Beltrán, *The Trouble with Unity*, Chs. 4 and 5
Assignment: Reflection Paper
- W March 8 REQUIRED X-HOUR
Read: [New Yorker article]

Sunday, March 12 Final paper due by 3pm

Class Policies

1. **The Honor Principle.** All Dartmouth students have agreed to conduct themselves in accordance with the Standards of Conduct in general and with the Academic Honor Principle in particular. Plagiarism will not be tolerated. If you plagiarize, you risk failing the class and having your case brought before the Committee on Standards. Read the code again, here: <http://www.dartmouth.edu/~uja/honor/> We will discuss the ways in which the Honor Principle is relevant to the work you will do in class and I am more than happy to answer any questions you have about it.
2. **Class attendance** is required and there are no excused absences. Please arrive on time. I will assume you have done any reading assigned for class and I expect you to be able to discuss it. If you miss a class, you miss whatever discussion and learning we do that day. Class is a collective endeavor that cannot be "made up."
3. **X-Hours** are optional, unless the syllabus indicates otherwise. I'm available to meet with you during x-hour if we're not having class.
4. **Late assignments.** (even an hour late) will be penalized one-third grade per day. This includes weekends. If you think you might have a problem getting an assignment in on time, contact me *before* the assignment is due.
5. **Using laptops and other electronic devices in class.** We will decide upon a policy as a class.
6. **Learning Disabilities.** Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the [Student Accessibility Services office](#) may be consulted to discuss appropriate implementation of any accommodation requested.
7. **Religious Observance.** Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Recommended reading (more to add)

I expect that all of the students in this seminar have some background and previous courses on Latin America. If you need to refresh your knowledge of basic history and politics, you might want to read individual country chapters from Skidmore and Smith's

Modern Latin America, which I have placed on reserve. Stay in touch with current news about Latin America by reading newspapers, blogs, watching the news, etc. For a comprehensive list of Latin American newspapers online, take your pick at <http://lanic.utexas.edu/la/region/news/>