

## General Education Foundations of Society and Culture (SC) Course Information Sheet

**Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.**

Department, Course Number, and Title \_\_\_\_\_

### The aim of the GE SC course offerings is:

*The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.*

**General Education SC Student Learning Goals:** Courses fulfilling SC will provide a minimum of five units and should align with *each* of the following four learning goals (see Appendix):

1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.
2. Students will learn how to analyze sources and data.
3. Students will engage in critical interpretation and reasoning.
4. Students will communicate effectively.

**General Education SC Student Learning Outcomes:** Each course should have student learning outcomes listed in the syllabus. These learning outcomes may be tied to a specific discipline but should be associated with each of the *four* broad learning goals listed above (please see **Appendix I: Society & Culture Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

### General Guidelines for GE SC Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Society & Culture foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Society & Culture are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Historical Analysis
- Social Analysis

Briefly describe the rationale for assignment to SC foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2020-22 and give anticipated enrollment:

2020-21	<input type="checkbox"/> Fall: Enrollment _____	2021-22	<input type="checkbox"/> Fall: Enrollment _____
	<input type="checkbox"/> Winter: Enrollment _____		<input type="checkbox"/> Winter: Enrollment _____
	<input type="checkbox"/> Spring: Enrollment _____		<input type="checkbox"/> Spring: Enrollment _____
	<input type="checkbox"/> Summer: Enrollment _____		<input type="checkbox"/> Summer: Enrollment _____

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: \_\_\_\_\_ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment that speak to these learning goals.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

## APPENDIX I

Student Learning Goals with Nested Learning Outcomes for  
all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
    - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
    - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
    - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
    - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.
  
  - 2. Students will learn how to analyze sources and data.**
    - a. Students will learn to identify and use different types of primary and secondary sources.
    - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
    - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.
  
  - 3. Students will engage in critical interpretation and reasoning.**
    - a. Students will evaluate and develop arguments informed by evidence.
    - b. Students will gain critical reading skills, including media literacy.
    - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.
  
  - 4. Students will communicate effectively.**
    - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
    - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
    - c. Students will learn how to communicate with non-expert audiences.
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# Governing from Below in Latin America

## Anthropology 98T

**Instructor:** Joshua L. Mayer

**Office:** Haines Hall 360

**Office hours:** TBD, book appointment at [joshmayer.youcanbook.me](http://joshmayer.youcanbook.me)

**Email:** [joshuamayer@ucla.edu](mailto:joshuamayer@ucla.edu)

### Land Acknowledgement:

The Department of Anthropology at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a [land grant institution](#), we pay our respects to the Honuukvetam (Ancestors), ‘Ahihirom (Elders) and ‘Eyoohiinkem (our relatives/relations) past, present and emerging.

### Course Description:

Since the 1980s, Latin America has undergone a set of transformations in governance. These transformations are linked to the decline of formal dictatorships and the emergence of neoliberalism as the dominant ideology in governance and political economy. During and since Latin America’s transition to neoliberal democracy, oppressed groups in the continent have organized in social movements and other political forms, asserting their authority to reject state policies, govern themselves, claim resources, and even take control of the state itself. Between explosive uprisings (e.g., the EZLN in Chiapas) and mundane takings of the reins of governance (e.g., community health organizations in Chilean *poblaciones*), these mobilizations have reshaped governance and sovereignty in their respective contexts—though often not in straightforward ways.

Engaging with ethnographic literature, this seminar asks the questions: In what ways do people govern from below in Latin America? Through what social forms do people seek to govern from below? How do efforts at governing from below shape social relations, politics, and political economy more broadly? Students will consider theoretical concerns of governing from below and methodological concerns of studying these mobilizations. Course materials and discussions will undergird students’ preparation of a research paper that will assess a particular effort at governing from below.

### Course Objectives:

- Students will understand how social movements and other mobilizations (seek to) govern from below in a range of contexts in Latin America
- Students will consider the relationship between structure and agency in social contexts with multiple structures of oppression in simultaneous operation

- Students will evaluate ethnographic methodologies for studying movements and the knowledge that results from these methodologies
- Students will learn to synthesize and assess arguments in anthropology and allied disciplines
- Students will develop anthropological arguments based on evidence from primary and secondary sources

## Course Materials:

The only required text for the course, below, will be needed for the case study in week 7.

- Goett, Jennifer. 2017. *Black Autonomy: Race, Gender, and Afro-Nicaraguan Activism*. Stanford, CA: Stanford University Press.

All other readings and films will be posted or linked on CCLE. If only a link is available, that means you will need to be connected to campus internet or logged into the VPN; I will send instructions on how to do this.

## Course Requirements:

**Attendance and Participation:** This course is a seminar and depends upon everyone's participation so we can all learn collectively. Attendance and participation make up **20% of your final grade** in this course. A high grade in this category depends on your presence and your willingness to contribute to discussion. Your peers and I are interested in what you have to say about the material we are studying. Learning is interactional and requires the give and take of an actual conversation among all of us.

*Attendance:* Of course, participation depends upon your attendance. I ask that you do your best to attend every class and arrive early to make sure you can fully participate. I will note attendance during each seminar. If you are late or leave early, you will receive partial credit proportionate to the amount of the seminar you attended. Feel free to check in with me on your attendance record during the quarter. Because life happens, **all students may miss one class without penalty. Any further absences must be cleared with me in advance by email** except in cases of emergency. Your wellbeing is always the most important thing, so please handle any emergencies first and then let me know when you are safe and able to do so.

*Class Preparation:* Much of your learning in this seminar will take place outside of the classroom. Each week, you must set aside enough time to engage with the assigned materials prior to the date for which they are listed on the syllabus. You will need to read strategically for this seminar. It is not necessary to note and remember every ethnographic detail, but you should be prepared to discuss the key ideas from each text and your reactions to those key ideas. Simply regurgitating an author's ideas is not enough; we should come to each seminar with our own analyses of the text and a sense of how the texts engage with each other (e.g., Would Author X agree with Author Y's interpretation? Does Author A's material support or undermine the claims

of Author B?) I am happy to discuss reading strategies with you in office hours. (Note: It will be necessary to read for more details in the week that you are leading the discussion; see below.)

*Participation in Class Discussions:* All students are encouraged to speak and otherwise participate in each discussion. Participating in the discussion may include answering questions, posing questions, active listening, taking notes, responding to peers, and providing feedback. *Quality* is more important than *quantity* when it comes to speaking in class; a few thoughtful and insightful comments or questions will do more for your grade than a larger number of comments that stray from our topics and materials. I recognize that there are multiple modes of participation and will seek to recognize them in your participation grade. As part of this recognition, there will be many opportunities to participate in different formats throughout the quarter, which may include full-seminar discussions, small group discussions, in-seminar writing activities, debates, etc.

That said, if you feel uncomfortable speaking in class but still want to participate, please feel free to come talk to me after class or in office hours so we can discuss other forms of participation. I just need to know that you are actively engaging actively and contributing to everyone's learning.

(CAE-approved accommodations for adjusted attendance and/or participation requirements are exempt from this policy. See "Accommodations" below.)

**Discussion Leadership:** Every week (with the exceptions of week 1 and week 7), a team of two students will lead our discussions. This entails preparing a twenty-minute presentation and two-page handout that will guide us through key themes and questions from the readings. You will need to either send me the handout the day before class or print enough copies for everyone on your own. If you have questions about the readings for your week, please send me an email *at least three days before class*. Sign-ups for each week will take place in class in weeks 1 and 2.

**Research Paper:** The centerpiece of this seminar will be a 10–15-page research paper that you will produce over the course of the quarter. The paper may address either a single social movement or a single location-based context. You will need to think about how you plan on gathering the data you need for your paper; this could take the form of library research, archival research, and potentially interviews and/or participant-observation. We will discuss methods in class, and you should talk to me early on if you do plan on conducting interviews or participant-observation.

As you know, the quarter system comes at you fast. You are going to need to start thinking about the paper early on in the quarter, and our seminar will then become a collaborative space for thinking, writing, and revising. Writing is a process, and we are going to proceed very deliberately through stages that will culminate in the final paper. By week 3, I would like you to have a topic in mind for the paper. Between our classes in week 3 and week 4, all students will need to meet with me to discuss that topic. I won't hold you to that topic, but you should come talk to me again if you do decide to change it significantly.

- **Paper Prospectus:** The paper prospectus is a two-page, double-spaced statement of your plan for the paper, including your topic, your research question, an annotated list of 3–5 scholarly works with which you will engage in your paper (one must be from the syllabus), and any other data sources from which you plan on drawing for the paper. The prospectus will be due in hard copy at the start of seminar on week 4.
- **Paper Draft & Peer Review:** For week 8, you will need to bring a draft of your final paper to the seminar. This does not need to be a polished draft, but it should at least contain 1) an introduction (including your thesis), 2) a discussion of your sources and (if applicable) methods, and 3) at least ten pages of written-out text. It would be best to write out a full draft, but it is also acceptable to bring ten pages written out and, if necessary, a bullet-point outline of anything that remains to be written. You should also write out any challenges that you would like to go over with other participants in the seminar. Please bring *three* hard copies of your draft to class for week 8.

In class on week 8, you will go over your draft with two peers. Please be prepared to describe all key aspects of your paper and any challenges you faced in writing it. Between weeks 8 and 9, you will write up a review (250–400 words) of each of the two paper drafts you have received from your peers. We will discuss the content of these reviews in class on week 8. For week 9, please bring *two* hard copies of each of your reviews to class. You will go over the reviews with your peers in class.

- **Final Paper:** Based on the feedback you receive on your draft from your peers and me, you will then prepare a polished final paper to be submitted during finals week. Please submit the paper to me by email ([joshuamayer@ucla.edu](mailto:joshuamayer@ucla.edu)) by (date and time TBD).

## Course Grading:

Engagement in seminar:

- Participation: 20%
- Discussion leadership: 20%
- *Total: 40%*

Research paper:

- Paper prospectus: 10%
- Paper draft: 20%
- Peer review: 10%
- Final paper: 20%
- *Total: 60%*

## Resources:

**Writing Assistance:** I *highly recommend* making an appointment with the Undergraduate Writing Center ([uwc.ucla.edu](http://uwc.ucla.edu)) for the research paper, no matter how comfortable you are with

the writing process. Here is the center’s description of their services: “The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Sessions can focus on how to approach an assignment, on formulating a thesis, on fleshing out a plan/outline for a draft, on reading a draft with the writer to check for clarity and flow, on incorporating and citing sources, on revising a paper based on instructor feedback, or on tackling grammar or sentence structure problems.”

**Academic Integrity:** Everything you submit in this class must be your own work. References to other people’s work must be properly attributed with citations and, as applicable, within quotation marks. **Do not take risks on this.** It is always better to reach out to me if you need help or have questions about academic integrity. I am happy to work with you to find solutions if obstacles come up during the quarter; academic dishonesty is **never** a solution and **will** be referred to the Dean of Students. Please consult the UCLA Library guide to citing sources if you ever have doubts about how and when to cite: <https://guides.library.ucla.edu/citing/intro>.

**Accommodations:** If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website ([www.cae.ucla.edu](http://www.cae.ucla.edu)), visit the CAE at A255 Murphy Hall, or contact the CAE by phone at 310-825-1501.

## Course Schedule:

### Week 1: Introduction to Class, the Anthropology of Social Movements, and Activist Methods

#### Read:

- Escobar, Arturo. 1992. “Culture, Practice and Politics: Anthropology and the Study of Social Movements.” *Critique of Anthropology* 12 (4): 396–432.
- Scott, James C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven, CT: Yale University Press, chap. 1 (1–39).
- Speed, Shannon. 2006. “At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research.” *American Anthropologist*, In Focus Issue, “Human Rights in a New Key” 108 (1): 66–77.
- *Recommended:* Abu-Lughod, Lila. 1990. “The Romance of Resistance: Tracing Transformations of Power through Bedouin Women.” *American Ethnologist* 17 (1): 41–55.

#### Seminar:

- Student and instructor introductions

- Introduction to the course by the instructor
- Discussion of readings
- Context for next week's readings

## **Week 2: The Context: Settler Colonialism, Authoritarianism, Neoliberalism, and Patriarchy**

### *Read:*

- Speed, Shannon. 2019. *Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler-Capitalist State*. Chapel Hill, NC: University of North Carolina Press, chap. 1 (1–27).
- Ortiz, David G. 2015. “State Repression and Mobilization in Latin America.” In *Handbook of Social Movements across Latin America*, edited by Paul Almeida and Allen Cordero Ulate. Dordrecht: Springer, 43–59.
- Goodale, Mark, and Nancy Grey Postero. 2013. “Revolution and Retrenchment: Illuminating the Present in Latin America.” In *Neoliberalism, Interrupted: Social Change and Contested Governance in Contemporary Latin America*, edited by Mark Goodale and Nancy Grey Postero. Stanford, CA: Stanford University Press, 1–22.

### *Seminar:*

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Context for next week's readings
- Overview of research paper

## **Week 3: Against Neoliberalism**

### *Watch:*

- Lewis, Avi, and Naomi Klein. 2004. *The Take*. Klein Lewis Productions. 87 minutes.

### *Read:*

- Speed, Shannon. 2008. *Rights in Rebellion: Indigenous Struggle & Human Rights in Chiapas*. Stanford, CA: Stanford University Press, chap. 1 (16–35).
- Sawyer, Suzana. 2004. *Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador*. Durham, NC: Duke University Press, chaps. 3 and 5 (91–117, 149–181).

### *Writing process:*

- Have a topic in mind for your research paper and be prepared to state the topic in class (in under 90 seconds!).

### *Seminar:*

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Context for next week's readings
- 90-second paper topic overviews

#### Week 4: Gender and Sexuality

##### Read:

- Velásquez Nimatuj, Irma A. 2021. "The Case of Sepur Zarco and the Challenge to the Colonial State." In *Indigenous Women and Violence: Feminist Activist Research in Heightened States of Injustice*, edited by Lynn Stephen and Shannon Speed. Tucson: University of Arizona Press, 100–124.
- Mora, Mariana. 2017. *Kuxlejal Politics: Indigenous Autonomy, Race, and Decolonizing Research in Zapatista Communities*. Austin, TX: University of Texas Press, chap. 5 (149–186).
- Howe, Cymene. 2013. *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Durham, NC: Duke University Press, introduction (1–22).

##### Writing process:

- Bring a hard copy of your two-page paper prospectus to class today. Be prepared to talk about it (what makes it interesting, possible data sources, possible challenges, etc.) and receive feedback for a couple of minutes.

##### Seminar:

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Context for next week's readings
- Two-minute prospectus presentations

#### Week 5: Territorial Governance from Below: Peasants, Indigenous Peoples, and Afrodescendant Peoples

##### Read:

- Erazo, Juliet S. 2013. *Governing Indigenous Territories: Enacting Sovereignty in the Ecuadorian Amazon*. Durham, NC: Duke University Press, chap. 3 (97–132).
- Mora, Mariana. 2017. *Kuxlejal Politics: Indigenous Autonomy, Race, and Decolonizing Research in Zapatista Communities*. Austin, TX: University of Texas Press, chap. 4 (109–148).
- Ng'weno, Bettina. 2007. *Turf Wars: Territory and Citizenship in the Contemporary State*. Stanford, CA: Stanford University Press, introduction (1–26).

- *Recommended:* Wolford, Wendy. 2010. *This Land Is Ours Now: Social Mobilization and the Meanings of Land in Brazil*. Durham, NC: Duke University Press.

*Seminar:*

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Context for next week's readings

## **Week 6: Claiming the City**

*Read:*

- Holston, James. 2008. *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton, NJ: Princeton University Press, chap. 7 (233–268).
- Goldstein, Daniel M. 2004. *The Spectacular City: Violence and Performance in Urban Bolivia*. Durham, NC: Duke University Press, chap. 5 (179–214).
- Perry, Keisha-Khan. 2013. *Black Women Against the Land Grab: The Fight for Racial Justice in Brazil*. Minneapolis: University of Minnesota Press, chap. 3 (55–86).

*Seminar:*

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Context for next week's readings

## **Week 7: Case Study: The Caribbean Coast of Nicaragua**

*Guest speakers: Indigenous and Afrodescendant community leaders from Nicaragua*

*Read:*

- Goett, Jennifer. 2017. *Black Autonomy: Race, Gender, and Afro-Nicaraguan Activism*. Stanford, CA: Stanford University Press, introduction (1–26), chap. 2 (55–84), and chap. 3 (85–116).
- *Recommended:* Mayer, Joshua L. “Negotiating Consultation: The Duty to Consult and Contestation of Autonomy in Nicaragua’s Rama-Kriol Territory.” In *Indigenous Struggles for Autonomy: The Caribbean Coast of Nicaragua*, edited by Luciano Baracco, 99–130. Lanham, MD: Lexington Books, 2019.

*Seminar:*

- Instructor's overview of the case study and readings
- Conversation with guest speakers
- Discussion of readings
- Context for next week's readings

## Week 8: Case Study: New State Forms in Bolivia?

### Read:

- Gustafson, Bret. 2010. “When States Act Like Movements: Dismantling Local Power and Seating Sovereignty in Post-Neoliberal Bolivia.” *Latin American Perspectives* 37 (4): 48–66. <https://doi.org/10.1177/0094582X10370176>.
- Gustafson, Bret. 2020. *Bolivia in the Age of Gas*. Durham, NC: Duke University Press, introduction (1–26).
- Fabricant, Nicole, and Nancy Postero. “Sacrificing Indigenous Bodies and Lands: The Political-Economic History of Lowland Bolivia in Light of the Recent TIPNIS Debate.” *Journal of Latin American and Caribbean Anthropology* 20, no. 3 (November 2015): 452–74. <https://doi.org/10.1111/jlca.12173>.
- Goodale, Mark, Thomas Grisaffi, and Bret Gustafson. 2020. “What Is the Future of Bolivia after the 2020 MAS Victory?” *News from Duke University Press*. <https://dukeupress.wordpress.com/2020/11/16/what-is-the-future-of-bolivia-after-the-2020-mas-victory/>.

### Writing process:

- Bring *three printed copies* of your draft to class for peer review.

### Seminar:

- Instructor’s overview of readings
- Discussion leaders’ presentation
- Discussion of readings
- Context for next week’s readings
- Quick review of paper drafts with peers

## Week 9: NGOization of Governance

### Read:

- Richard, Analiese. 2016. *The Unsettled Sector: NGOs and the Cultivation of Democratic Citizenship in Rural Mexico*. Stanford, California: Stanford University Press, introduction (1–23).
- Schuller, Mark. 2007. “Seeing like a ‘Failed’ NGO: Globalization’s Impacts on State and Civil Society in Haiti.” *PoLAR* 30 (1): 67–89. <https://doi.org/10.1525/pol.2007.30.1.67>.
- Alvarez, Sonia E. 2014. “Beyond NGOization? Reflections from Latin America.” In *Theorizing NGOs: States, Feminisms, and Neoliberalism*, edited by Victoria Bernal and Inderpal Grewal. Durham, NC: Duke University Press, 285–300.
- *Recommended*: Hardt, Michael. 1998. “The Withering of Civil Society.” In *Deleuze and Guattari: New Mapping in Politics and Philosophy*, edited by Eleanor Kaufman and Kevin Jon Heller. Minneapolis: University of Minnesota Press, 23–39.

### Writing process:

- Bring your marked up copy of your peers' papers and a two hard copies of each of your peer reviews.

*Seminar:*

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Context for next week's readings
- Review of paper drafts and peer reviews

## **Week 10: The Dangers of Governing from Below**

*Read:*

- Paley, Julia. 2001. *Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile*. Berkeley: University of California Press, chap. 5 (140–81).
- Stahler-Sholk, Richard. 2007. "Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement." *Latin American Perspectives* 34 (2): 48–63. <https://doi.org/10.1177/0094582X06298747>.
- Hale, Charles R. 2011. "¿Resistencia Para Qué? Territory, Autonomy and Neoliberal Entanglements in the 'Empty Spaces' of Central America." *Economy and Society* 40 (2): 184–210. <https://doi.org/10.1080/03085147.2011.548947>.

*Seminar:*

- Instructor's overview of readings
- Discussion leaders' presentation
- Discussion of readings
- Instructor's wrap-up of the course and open discussion

## **Finals Week:**

*Writing process:*

- Email your final paper to [joshuamayer@ucla.edu](mailto:joshuamayer@ucla.edu) during finals week (date and time TBD).



## New Course Proposal

### Anthropology 98T Governing from Below in Latin America

**Course Number** Anthropology 98T

**Title** Governing from Below in Latin America

**Short Title**

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of post-1980s social movements in Latin America seeking to "govern from below," including their effects on social relations, politics, and political economy. Comparison of cases in ethnographic literature and consideration of theoretical and methodological concerns. Letter grading.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [Mayer CUTF Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Instructor (Joshua Mayer) UID: 704590425

Professor Shannon Speed is the faculty mentor for this course. UID: 504723365

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 9, 2021

**Grading Structure** Engagement in seminar:  
? Participation: 20%  
? Discussion leadership: 20%  
? Total: 40%

Research paper:  
? Paper prospectus: 10%  
? Paper draft: 20%  
? Peer review: 10%  
? Final paper: 20%  
? Total: 60%

**Effective Date** Winter 2022

**Discontinue Date** Summer 1 2022

<b><u>Instructor</u></b>	Name	Title
	Joshua Mayer	Teaching Fellow

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Anthropology

<a href="#">Contact</a>	Name	E-mail
<a href="#">Routing Help</a>	<b>MICHELLE CHEN</b>	<b>mchen@teaching.ucla.edu</b>

## ROUTING STATUS

**Role:** CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Pending Action

**Role:** Initiator/Submitter - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042

**Status:** Submitted on 8/25/2021 3:36:36 PM

**Comments:** Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at [publications@registrar.ucla.edu](mailto:publications@registrar.ucla.edu) or (310) 825-6704