

Ana María Ospina Pedraza || Teaching Portfolio

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Teaching Philosophy

When I design a course and prepare for lectures, four goals guide my pedagogy: to help students access substantive theories and concepts; to use pedagogical tools that cater to different learning styles and abilities; to challenge normalized assumptions about the world with unfamiliar perspectives; and to teach student how to deploy class material to see the world under a different light. Additionally, a transversal goal of my pedagogy and mentorship is to support inclusion of students historically underrepresented in higher education.

Political theory courses demand specific skills from students, and I take advantage of that challenge to teach them how to read like a theorist. Close readings of text and careful, guided analysis help me ensure students understand substantive concepts and theories, while developing sub-disciplinary skills. This approach has proven useful when teaching Michael Foucault. As a teaching assistant in the course “Power,” I encountered a cohort engaged with *Discipline and Punish*, but struggling to distinguish the main concepts in it. To help them see the theory in the text, I conducted close readings of key passages that illustrate the historical development of technologies of power. A rewarding memory from this class is when students saw disciplinary power in their lives. With the proliferation of cameras on campus, students quickly understood that it didn’t matter if the camera was recording; they policed themselves as a result of its mere presence. Through the relationship between disciplinary power and surveillance, they understood how their life is molded by power in imperceptible ways.

To reach a broad range of learning styles and foster students’ sensibility to politics abroad, I take full advantage of multimedia platforms. Audiovisual material in the classroom helps nurture thoughtful and nuanced discussions while questioning students’ assumptions about foreign politics. In “Introduction to Comparative Politics,” the documentary *Our Brand Is Crisis* (2005) presents the failure of US-style campaign tactics in Bolivia and the rise of the indigenous movement and Evo Morales. Discussions of the film help students problematize the methodological principle of case independence while understanding that political outcomes at the national level reveal the interaction of global developments and local politics. In my course “Latinx and Latin American Feminisms,” aerial drone footage of the neighborhood Gamboa de Baixo in Salvador, Brazil, opens the class for a discussion of the social impact of urban design. The video helps students visualize a central idea of Keisha-Khan Perry’s *Black women against the land grab*: that urban redevelopment projects enhance, rather than address, existing racial inequalities.

In the past two years, I was fortunate to work in “Health Care and Health Care Inequality in the US,” a year-long course offered exclusively to students in the Honors College. My responsibility was focused on mentorship, working closely with high-achieving students in the development of their senior thesis. I designed escalated assignments that mirrored, in concrete tasks, the practical and analytical steps of qualitative research. The iterative process of receiving feedback and revising their work was effective to polish their writing skills. Through a research project developed gradually over a year, I helped students take their first step into original research in an academic context.

Developing a course offers a unique opportunity to re-center marginalized voices and their insight on politics and everyday life. My syllabi are designed to include critical perspectives, which is crucial in Comparative Politics. As the sub-discipline comes to terms with the immense political and economic impact of colonialism and imperialism, my class exposes students to perspectives from the global south to question common assumptions about world politics. For instance, students read Arturo Escobar’s *Encountering Development* and develop a critical engagement with the powerful

constructs that rule international politics. In “Power: From the Center to the Margins,” I pair traditional theorists of power such as Hannah Arendt, Marx Weber, and Robert Dahl with thinkers like Frantz Fanon, Anibal Quijano, and bell hooks, opening the class to debates about colonial power and historical forms of gender and racial oppression.

Good mentorship occurs during class and in office hours, but sometimes it takes place in unsuspected spaces. Students enrolled in my “Introduction to Comparative Politics” course came from a variety of disciplines, and computer engineering majors were shy in class discussion the first few weeks. After the first assignments was due, I was impressed with their performance and my written feedback included encouragement to participate more in class. This practice intervened on their silence and proved to be an excellent strategy for engaging timid students. Invitations to participate in class discussions confined to written feedback boost student confidence and have a positive impact on their engagement with the class material and their peers.

My teaching goals and pedagogy have worked across most subfields in Political Science and Gender Studies. Through close reading, real-world examples, and new perspectives, I am thrilled to help all learners broaden their intellectual and civic engagement.

Teaching Experience

University of Massachusetts, Amherst.

2015-2019 - Instructor

- * Introduction to Comparative Politics
- * Interpretation and Analysis (*Online*)
- * Latinx and Latin American Feminisms

2011-2019 - Teaching Assistant

- * Gender, Sexuality and Culture, Dr Kiran Asher
- * Controversies in Public Policy, Dr. Athena King
- * American Political Thought, Dr. Angelica Bernal
- * Introduction to Comparative Politics, Dr. Amel Ahmed
- * Power, Dr. Angelica Bernal
- * World Politics, Dr. Vincent Ferraro
- * Politics of Food, Dr. Nicholas Xenos
- * Introduction to Political Thought, Dr. Nicholas Xenos

2016-2018 - Project Assistant-Teaching Assistant

- * Health Care and Health Care Inequality in the United States, Dr. Dean Robinson
- * The Science of Health Inequality, Dr. Dean Robinson

Latest teaching evaluations

UMass Amherst Student Response to Instruction (SRTI) SPRING 2019 SECTION REPORT: FREQUENCIES

Course: WGSS 293T Section: 01 (21882)
 Instructor: Ospina Pedraza, Ana Maria
 Responses: 7/17 (41%) *WARNING: Sample may not be representative due to low response*

DIAGNOSTIC ITEMS:

Item	Label	(N)	Almost always (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Almost never (1)
1	Instructor was well prepared for class.	7	71%	29%	0%	0%	0%
2	Instructor explained course material clearly.	7	57%	29%	14%	0%	0%
3	Instructor cleared up points of confusion.	7	57%	29%	14%	0%	0%
4	Instructor used class time well.	7	43%	29%	29%	0%	0%
5	Instructor inspired interest in the subject matter of this course.	6	67%	17%	17%	0%	0%
6	Instructor showed an interest in helping students learn.	7	71%	14%	0%	14%	0%
7	Received useful feedback on performance on tests, papers, etc.	6	83%	0%	17%	0%	0%
8	The methods of evaluating my work were fair.	6	83%	0%	17%	0%	0%
9	Instructor stimulated student participation.	6	67%	33%	0%	0%	0%

GLOBAL ITEMS: *** Note: As of fall 2018, the order of items 10 and 11 has changed ***

Item	Label	(N)	Almost always effective (5)	Usually effective (4)	Sometimes effective (3)	Rarely effective (2)	Almost never effective (1)
10	What is your overall rating of this instructor's teaching? (Former item 11)	7	57%	29%	0%	14%	0%

Item	Label	(N)	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)
11	Overall, how much do you feel you have learned in this course? (Former item 10)	6	0%	50%	33%	17%	0%

Item	Label	(N)	One of the best (5)	Better than average (4)	About average (3)	Worse than average (2)	One of the worst (1)
12	What is your overall rating of this course?	7	14%	57%	14%	14%	0%

CLASSROOM SPACE:

Item	Label	(N)	Agree strongly (4)	Agree somewhat (3)	Disagree somewhat (2)	Disagree strongly (1)
17	Physical environment of the classroom was conducive to learning.	7	71%	29%	0%	0%

STUDENT EFFORT, ATTENDANCE, AND WORKLOAD:

What level of effort did you put in this course?		What proportion of class sessions did you attend?		Hours per week spent working on course outside of class	
Very low	0%	Almost none	0%	Less than 1 hour	0%
Low	0%	About one-quarter	0%	1-2 hours	0%
Medium	57%	About half	0%	2-4 hours	43%
High	14%	About three-quarters	71%	4-6 hours	29%
Very high	14%	All or almost all	29%	6-8 hours	14%
Missing	14%	Missing	0%	8-10 hours	0%
				More than 10 hours	0%
				Missing	14%

For more information or help interpreting your results visit www.umass.edu/oapa/srti. Office of Academic Planning and Assessment, 05/15/2019 - Page 1

Sample of teaching evaluations

Questions (5=Almost always; 1=Almost never)	<i>Introduction to Political Theory</i> Teaching Assistant Spring 2016	<i>Interpretation and Analysis</i> Instructor (Online) Summer 2016	<i>Introduction to Comparative Politics</i> Instructor Fall 2015	<i>Power</i> Teaching Assistant Fall 2013
Overall rating of this instructor's teaching.	4.0	3.7	3.6	4.6
The instructor was well prepared for class.	4.6	4.2	4.2	4.6
The instructor explained course material clearly.	4.2	3.9	3.6	4.7
The instructor cleared up points of confusion.	4.1	4	3.6	4.5
The instructor used class time well.	4.5	3.8	4.0	4.5
The instructor inspired interest in the subject matter.	4.0	3.6	3.2	4.4
The instructor showed an interest in helping students learn.	4.3	4.1	4.2	4.7
I received useful feedback on my performance.	3.8	3.9	3.7	4.7
The methods of evaluating my work were fair	4.2	4.2	3.7	4.8
The instructor stimulated student participation.	4.1	3.8	4.1	4.6

Select Student Feedback

“Best professor I have ever had! Wonderful human being, genuine, learned so much, this class CHANGED me and I really do mean that. The class was vitalizing and with difficult subjects dealt with delicacy and compassion and I adore Ana. She really is a fantastic professor and would highly recommend her.”

“Ana did an amazing job! Especially with making a comfortable class environment when dealing with heavy topics”

“I learned a new way of thinking and broadened my mind”

“Professor Ospina Pedraza assigned very helpful readings. I consider myself an above-average writer, yet I still learned very much from this course. It was structured and taught very well. Additionally, Professor Ospina Pedraza provided incredibly useful comments and criticism.”

Politics Today RAP
Introduction to Comparative Politics - POLISCI 111-02
Tuesday & Thursday 1-2:15pm
Webster Hall Room 104

Instructor: **Ana María Ospina Pedraza**

Email: aospinap@polsci.umass.edu

Office: Machmer 304 (Behind DuBois Library)

Hours: Tuesday & Thursday 4-5pm and by appointment.

Course Description

This course is designed to familiarize students with the study of politics as is conducted in the field of political science, and more specifically in the subfield of comparative politics. Scholars of politics focus their interest in a variety of themes and issues, such that constitute different fields of study. Students of comparative politics seek to understand events that affect the life of millions of people across the globe. We ask big questions about politics such as why some countries have concentrated substantial wealth but not others? Why some countries have stable democracies while others deal with authoritarian regimes? Why ethnic, racial, and religious differences catalyze into violence in some countries, but not all? Why in some countries people organize to battle oppressive regimes, while in others people seem submissive? They answer those questions looking deep and close at the history and internal dynamics of countries and regions, while comparing divergent and convergent political paths to seek regularities and differences, and to offer explanations for salient political phenomena.

Course Objectives

Introduction to Comparative Politics is part of the Residential Academic Program (RAP) and the General Education curriculum, which means it is a class designed to help new undergraduate students at the University of Massachusetts Amherst transition into college life, while teaching them new skills to fulfill academic goals in college and professional goals after graduation. For that purpose assignments and class activities are designed to build new skills in the process of learning about comparative political analysis. The following are some of the ways this course seeks to integrate the goals of the RAP program with those of the General Education:

- Students will be encouraged regularly to establish lines of communication with the instructor, so that class expectations are always clear.
- Early in the semester we will conduct an exercise where students will navigate the library website with the instructor, in order to explore the resources the library offers to conduct the research project.
- Developing proper writing skills is a central goal in Gen Ed courses, the instructor will offer proper comments on written assignments, and will make known the resources the Writing Center has to offer.

- Understanding standards and expectation of college writing is essential for first year students, particularly in relation to management of bibliographic resources and proper citation practices (e.g. why it is **not ok** to cite Wikipedia). The instructor will introduce students to standards of citation, the importance of it in relation to Academic Honesty, and will make sure students are aware of online resources that can facilitate their writing process. Additionally, the instructor will make sure that expectations for written assignments are clear to all students.
- Written assignments in this class, as well as in-class activities, are designed to make sure that students not only understand class material, but also are able to assess it critically, while interpreting world events through the lenses of comparative political analysis. The reading responses will focus on ensuring the development of analytical skills and focused writing, while the Research Project will introduce students to practices of academic research.

Class Policies

Attendance:

Students enrolled in the class are expected to attend all class meetings. Absences will be disregarded only when a documented excuse is provided.

Electronic Devices - Classroom Etiquette:

Electronic devices such as computers and tablets are a source of entertainment as well as pedagogical tools. During class time students are allowed to use their laptops for class-related activities only. Occasionally students use their devices during class to access social media, watch videos online, or to send text messages. Such actions are disruptive of a good class environment, and they constitute poor classroom etiquette. Please make good use of your laptops during class; I reserve the right to forbid the use of computers if this class policy is not observed.

Academic Honesty

Students are expected to be in compliance with university policies on academic honesty at all times. If you're not sure what constitutes academic dishonesty, plagiarism, cheating, fabrication, or facilitating dishonesty, please consult the Academic Honesty Policy of the University of Massachusetts Amherst at http://www.umass.edu/dean_students/academic_policy. Signing an attendance sheet on behalf of someone else, copy/pasting from the Internet, presenting a friend's old paper, or using a paper written for a previous course, all constitute Academic Dishonesty and as such are punishable by university standards. If you are not sure about citation standards while writing a paper, I suggest erring on the side of caution. Academic dishonesty will not be tolerated, and strict rules will be enforced if happens. If a case of academic dishonesty is reasonably suspected, the student will be penalized with a failing grade, and the case will be reported to university authorities. *Please contact me if rules and standards of academic honesty are not clear.*

Disabilities Accommodation

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (<http://www.umass.edu/disability/>) or the Center for Counseling and Psychological Health CCPH, you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that

requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. If you'd like to learn more about the services offered by the Center, please visit their website at <http://www.umass.edu/counseling/>.

Class Assignments

Students are expected to come to all classes prepared to discuss assigned readings and class material, which will be an integral part of the final grade. Most of the grade for the course will consist of written evaluations, three of which are reading responses, and two installments of a research project. *Late assignments will NOT be accepted; exceptions will be made only in cases of illness or personal hardship. Students should contact the instructor to discuss the possibility of an extension if they feel there is reasonable need for it.* Keep in mind that it is NOT the responsibility of the instructor to make sure students turn in assignments on time, be it under regular conditions or under extraordinary circumstances.

Class attendance and Participation	20pts (20%)	Ongoing in-class
Reading Responses (x3)	10pts each (30%)	Due in Class
Research Project:		
-Research Proposal	20pts (20%)	Due in class
-Final Research Project	30pts (30%)	Due in class

Attendance and Participation (20%): The best way students can demonstrate their engagement with class material is by participating actively in class. In order to have interesting debates that contribute to our understanding of political phenomenon, students must read the material assigned and be prepared to discuss it in class. The overall grade will be assessed based on class attendance and contributions to class discussions and activities.

Reading Responses (30%): Students will present **three** small written assignments throughout the semester, each worth 10 points (**10%**). The first response is mandatory to all on the assigned date (10/1); for the two remaining assignments students will have several options to choose from, so they can evaluate which weeks and topics work better in relation to their workload. If a student misses the first mandatory response, there will be NO option to write a different response to make up for that grade. If by the due date of the last response (11/17) a student has only written one response, there will be NO option of writing two responses. Reading Responses will be short and focused assignments (1,000 word max) designed to assess understanding of class material, and to enhance student's analytical skills.

Research Project:

Students will be placed in groups of **two students** to complete a research project by the end of the semester. Groups will choose one country; one topic among those covered in class, and will propose a research question to be fully answered by the end of the semester. Some of the topics are the emergence of the Nation-State, Economic and/or Political Development, Democratization, Social Mobilization and Protest; nevertheless your choice of topic should be narrower in scope (e.g. industrialization in Brazil in the second half of the 20th century). Students are encouraged to be creative in their choice country, topic, and research question. The research project *must remain*

engaged with the theories discussed in class that are relevant to your case selection, and it should demonstrate good research practices. There will be two installments of the project:

1. Research Proposal (20%): Students should offer a detailed description of the research to be conducted. The proposal must include: 1) Country and topic of interest; 2) relevance of country and topic to comparative political analysis; 3) specific research question and sub-questions; 4) a tentative set of arguments or ideas to answer the proposed questions; 5) an outline of the paper and 6) a relevant list of bibliographic references that relays on, but goes beyond class material. [For help with the research project students are encouraged to consult Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press 2008).] This installment must not exceed 2,000 words including bibliography.

2. Final Research Project (30%): The final installment will be the outcome of the proposed research. It should take the form originally intended, and address the comments made in response to the research proposal. Any significant digressions from the original project should be consulted with the instructor. All research projects should include a final bibliography, and must meet standard practices of citation. The final installment must be in between 3,000 and 3,500 words, not including works cited.

Course Schedule

9/8 - Class Intro *Read Syllabus*

9/10 What is Comparative Politics? Why should we compare to understand politics? In this introductory section we will study one of the most important tools of comparative politics: the comparative method. We can offer insightful explanations of political events if we are schematic and methodical in our comparisons. We will have a brief introduction to how the pros do it.

Kesselman, Mark, Joel Krieger, and William A. Joseph. 2009. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Boston, MA: Wadsworth Cengage Learning. (p. 10-15)

Gerring, John. 2001. *Social Science Methodology* (New York: Cambridge University Press): (p. 157-163, 200-22)

PART 1. Building Blocks: The Configuration of the Modern World.

The **State**, the **Nation**, and the **Market** are realities that shape the life of millions of people in the world. They also happen to be central building blocks in the comparative analysis of politics. In this section we will learn what they are, how they emerged historically, and their relevance in comparative politics.

9/15 & 9/17 The State

Marks, Robert. 2007. "Introduction" and "Empires, States and the New World" In: *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century*. Lanham: Rowman & Littlefield Publishers. Print. (p. 1-15, 67-92)

Tilly, Charles. 1985. "War Making and State Making as Organized Crime" in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (eds.), *Bringing the State Back In* (Cambridge University Press).

9/22 On Modern Forms of Authority

Weber, Max. [1919] "Politics as a Vocation" In: O'Neil, Patrick H, and Ronald Rogowski. *Essential Readings in Comparative Politics*. New York: W.W. Norton & Company, 2010. Print. (p. 22-28)

Krasner D., Stephen. 2010. "Sovereignty" In: O'Neil, Patrick H, and Ronald Rogowski. *Essential Readings in Comparative Politics*. New York: W.W. Norton & Company. Print. (p. 51-57)

9/24 The Nation

Anderson, Benedict R. O. G. 2006. "Concepts and Definitions" and "The Origins of National Consciousness" From: *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso. Internet resource. (p. 5-7, 37-46)
<http://link.worldcat.org/?jHome=http%3A%2F%2Fsilk.library.umass.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fhdl.handle.net%2F2027%2Fheb.01609.0001.001&linktype=best>

Gellner, Ernest, and John Breuilly. 2008. *Nations and Nationalism*. Ithaca, N.Y.: Cornell University Press. (p. 1-7)

Hobsbaum, Eric. [1962] "Nationalism" from *The Age of Revoluton 1789-1848*. In: O'Neil, Patrick H, and Ronald Rogowski. *Essential Readings in Comparative Politics*. New York: W.W. Norton & Company. Print. 2010. (p. 68-77)

9/29 Critical Approaches: The Nation

Wedeen, Lisa. 2008. "Imagining Unity" In: *Peripheral visions publics, power, and performance in Yemen*. Chicago: University of Chicago Press.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=448592>. (p. 22-66)

10/1 Critical Approaches: The State

READING RESPONSE DUE (10/1) MANDATORY FOR ALL

Mitchell, Timothy. 1991. "The Limits of the State: Beyond Statist Approaches and Their Critics". *The American Political Science Review*. 85 (1): p. p77-96. Online at <http://www.jstor.org/stable/1962879>.

10/6 & 10/8 The Rise of Market Economy.

Marks, Robert. 2007. "The Industrial Revolution and Its Consequences" In: *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century*. Lanham: Rowman & Littlefield Publishers. Print. (p. 95-118)

Smith, Adam. [1776] *An Inquiry Into the Nature and Causes of the Wealth of Nations*. Selections From: Barma, Naazneen, and Steven K. Vogel. *The Political Economy Reader: Markets As Institutions*. New York: Routledge, 2008. Print (p. 27-40)

Polanyi, Karl. [1944] *The Great Transformation: The Political and Economic Origins of Our Time*. Boston, MA: Beacon Press, 2001. Internet resource. <http://site.ebrary.com/id/10014733>. (p. 35-58, 75-80)

North, Douglass C. 1991. "Institutions". *Journal of Economic Perspectives*. 5 (1): 97-112. Online at: <http://www.jstor.org/stable/1942704>

10/13 No Class, Monday schedule to be followed.

PART 2. Economic Development, or Why Some Countries get a Bigger Slice of the Pie?

Why some countries are rich and others are poor? If we could know the answer to that question, we make the necessary changes and improve the quality of life of millions all over the world. As it turns out, explanations of world inequalities are varied, and no such thing as an agreement has been reached. In this section we will study the deep roots of the differences between rich and poor countries, and why it is so hard to bridge the gap.

10/15 Early Developers: Good Timing!

RESPONSE PAPER DUE, OPTION #1

Gerschenkron, Alexander. [1962] "Economic Backwardness in Historical Perspective" Barma, Naazneen, and Steven K. Vogel. *The Political Economy Reader: Markets As Institutions*. New York: Routledge, 2008. Print (211-228)

O'Neil, Patrick H. *Essentials of Comparative Politics – Fourth Edition*. New York, London: W.W. Norton and Company. 2012 (p. 110-116)

10/20 & 10/22 After Colonialism: The Challenge of Latecomers

Acemoglu, Daron, and James A. Robinson. 2013. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Business. Print. (7-36, 70-95, 428-438)

Chaudhry, Kiren Aziz. [1993] "The Myths of the Market and the Common History of Late Developers". In: Barma, Naazneen, and Steven K. Vogel. *The Political Economy Reader: Markets As Institutions*. New York: Routledge, 2008. Print (p. 447-473)

10/27 Models of Economic Development: Developmental State.

RESPONSE PAPER DUE, OPTION #2

Wade, Robert. 1990. *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*. Princeton, N.J.: Princeton University Press (8-33)

Evans, Peter. 1989. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State." *Sociological Forum* v.4, pp. 561-587
Online at: <http://www.jstor.org/stable/684425>

10/29 Critical Approaches: Power and Development Economics.

RESEARCH PROPOSAL DUE IN CLASS

Escobar, Arturo. 2012. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J.: Princeton University Press. Internet resource.
<http://link.worldcat.org/?jHome=http%3A%2F%2Fuma.eblib.com%2Fpatron%2FFullRecord.aspx%3Fp%3D767225&linktype=best> (p. 1-15, 21-54)

11/3 Rest Class: we will use this class to catch up with the syllabus if needed, if not we will watch a movie to introduce the following part of the class.

PART 3. Political Development: The Rise of Democracy

The emergence of modern nation-states and the economic transformations of the last two hundred years came together with deep changes in the way political power is distributed in society. Some countries embraced the ideals of democracy after modern revolutions, but others didn't. And even in the 21st century, non-democratic regimes are still giving us much to study. In this section we will study how democracy came to be so central in contemporary politics, why some countries embrace democracy while others developed authoritarian regimes, and why some democracies seem to work better than others.

11/5 Democracy Take One: Modernization and Social Alliances

Lipset, Seymour Martin. [1963] "Economic Development and Democracy." Selections From O'Neil, Patrick H, and Ronald Rogowski. *Essential Readings in Comparative Politics*. New York: W.W. Norton & Company. Print. (268-278)

Moore, Barrington. [1966] *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1993. Print. (p. 413-432)

11/10 Democracy Take Two: The Challenge of Formerly Conquered Peoples

RESPONSE PAPER DUE, OPTION #3

Huntington, Samuel. "Democracy's Third Wave," *Journal of Democracy*. Vol 2. No.2. Spring 1991, pp. 12-34.

Przeworski, Adam. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America* (Cambridge University Press, 1991), 51-66.

11/12 Democracy Take Three: Civic Associations

Tocqueville, Alexis. 1862. *Democracy in America*. Cambridge: Sever and Francis. Internet resource. (p. 129-134, 140-146) Online at:
<http://link.worldcat.org/?jHome=http%3A%2F%2Fcatalog.hathitrust.org%2Fapi%2Fvolumes%2Foclc%2F283205.html&linktype=best>

Putnam, Robert D, Robert Leonardi, and Raffaella Nanetti. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, N.J: Princeton University Press. Print. (p. 83-120)

Optional to skim: Riley, Dylan. 2005. "Civic Associations and Authoritarian Regimes in Interwar Europe: Italy and Spain in Comparative Perspective." *American Sociological Review* 70,2 (April): 288-310.

11/17 Critical Approaches: The Meaning of Democracy

RESPONSE PAPER DUE, OPTION #4

Schaffer, Frederic C. (2014). "Thin Descriptions: the Limits of Survey Research on the Meaning of Democracy." *Polity*. 46.3 Internet Resource. <http://www.palgrave-journals.com/silk.library.umass.edu/polity/journal/v46/n3/full/pol201414a.html>

PART 4. Politics From Below, or Why and How People Organize.

In both democracies and authoritarian regimes there come a time when dissatisfaction rises and citizens organize to protest. Other times though, it looks as if people are unwilling to act collectively against oppressive regimes, even if it seems in their best interest. In this section we will study different ways in which non-state collective engage with national and international politics.

11/19 & 11/24 Social Movements (contentious politics and cultural politics)

Tilly, Charles. 2004. *Social Movements, 1768-2004*. Boulder: Paradigm Publishers, 2004. Print. (1-16, 38-64)

Schild, Veronica. 1998. "New subjects of rights? Women's movements and the construction of citizenship in the "new democracies"" In Alvarez, Sonia E, Evelina Dagnino, and Arturo Escobar.

Cultures of Politics/politics of Cultures: Re-visioning Latin American Social Movements. Boulder, Colo: Westview Press, 1998. Print.

11/26 No Class, Thanksgiving Holiday

12/1 Micro-Politics: Resistance.

RESPONSE PAPER DUE, OPTION #5

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance.* New Haven: Yale University Press. Internet resource.
<http://link.worldcat.org/?jHome=http%3A%2F%2Fsilk.library.umass.edu%2Flogin%3Furl%3Dhttp%3A%2F%2Fsite.ebrary.com%2Flib%2Fumass%2Ftop%3Fid%3D10579301&linktype=best> (p. 1-46)

12/3 The Local and the Global: Transnational Networks of Protest

Juris, Jeffrey. "The New Digital Media and Activist Networking Within Anti-Corporate Globalization Movements." *The Annals of the American Academy of Political and Social Science.* 597.1 (2005): p. 189-208. Online at: <http://www.jstor.org/stable/25046069>

12/8 Final Class Recap.

12/10 Research Project Advising Appointments

*Final Installment RESEARCH PROJECT Due **12/15**, location TBA.*

Last Day of Classes: Friday Dec. 11th

**WGSS 293T – Feminisms in the Americas:
From #MeToo to #NiUnaMenos**

Fall 2019, Tue&Thu 4-5:15
South College W205

Instructor: Ana María Ospina Pedraza
Email: aospinap@umass.edu

Office Hours: Tue&Thu 11:30am-1pm, South College W412

Class Description

The current revival of feminist activism and the ‘mainstreaming’ of feminist rhetoric and symbolism are not solely United States phenomena. In the last four years, Argentina has experienced one of the most vivid and far-reaching mobilizations of women and feminist organizations in Latin America. Much like the #MeToo movement, Argentine women have mobilized crowds in the streets around a hashtag, #NiUnaMenos. This 200-level course is a theoretically-oriented survey of contemporary women’s organizing and theorizing. We will proceed through the study of paradigmatic cases guiding our analysis and discussion with substantive issues in feminist theory and social movement organization. We will address topics such as femicide, reproductive rights and coloniality of power, as well as responses through political organizing. We will look at similarities, variation and transnational connections in feminist issues and mobilization, and the epistemic encounters that take place. Women and LGBTQI people across the Americas are demanding recognition and inclusion while organizing in creative ways. With particular attention to the racialization of gender and the impact of class on the meaning of gender, we will learn about their strategies, tactics, their success stories and the challenges they continue to face.

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

- * Understand and be conversant in critical themes in feminist studies as exemplified by paradigmatic cases in the Americas.
- * Analyze topics about gender, sex, and sexuality from a variety of regional, historical and thematic contexts, with particular attention to racial and socio-economic dynamics.
- * Establish connections between issues/topics learned in class and how they play out similarly or differently in the United States.
- * Understand foreign struggles for rights and self-determination, and the stakes at play as they might relate to student’s lives.
- * Develop informed opinions on issues that women and LGBTQI populations face in the Americas.

Course Policies

All undergraduate students are responsible for complying with the rules, regulations, policies, and procedures contained in the Academic Regulations and other official University publications and announcements which may be issued from time to time. This document includes policies on absences, grading, late withdrawal and related issues.

<https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations>

Students who miss class due to extenuating circumstances will not be penalized and will be granted appropriate accommodations and reasonable assistance. However, please note that it is your responsibility to contact your instructor in a timely fashion about making up missed work.

Extenuating circumstances include, but are not limited to: jury duty, military obligations, scheduled activities for other classes, the death of a family member, or a verifiable health-related incapacity. If you need to absent from class due to a medical issue, an email explaining the situation with a photo or scanned version of your doctor's notice will suffice.

Late assignments will be received but might be subject to a grade penalty commensurate with the tardiness of the submission. If a student is facing an extraordinary circumstance that do not allow them to fulfill academic commitments, following Academic Regulations I will grant an extension or the form of accommodation most adequate for the situation. Please contact me as soon as you know you might need extra time for an assignment.

Academic Honesty: Academic dishonesty, in any form, is not acceptable and you are responsible for educating yourself about the University's official policy on academic honesty. Following is a summary (you can read it in full at http://www.umass.edu/dean_students/code_conduct/acad_honest.htm): "If an instructor finds that a student has violated the University's Academic Honesty Policy, the instructor has the right to lower the student's grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members' decisions."

Accessibility: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please notify me within the first two weeks of the semester so that we may make appropriate arrangements:

<http://www.umass.edu/disability/procedures.pdf>

Pronoun Use: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name and gender pronouns you prefer. Please advise me of your name's proper pronunciation, and any name or pronoun preferences not reflected in Spire early in the semester so that I may make appropriate changes to my records.

Title IX: Women, Gender, Sexuality Studies (WGSS) classes are a place where issues of sexual violence and other sexual misconduct are discussed as a matter of course. It’s not a taboo subject, and feminists have long worked to develop theory and activism around sexualized violence, including rape, dating violence, child sexual abuse, and the like. If you want to discuss your own personal experiences of sexual violence in a class, we don’t consider that a “report” covered by Title IX (although if you want faculty help and support in reporting sexual violence, we are here to help you do that). Other available resources on campus for addressing sexual violence include both confidential and non-confidential resources—non-confidential resources will keep your concerns private but will report your concerns to the Title IX coordinator, or, the Dean of Students Office who will provide you with different options to assist you. Confidential resources will keep your concerns confidential and will provide you support, assistance in addressing safety concerns as well as other services such as providing you with an advocate. The resources can be found at www.umass.edu/titleix/.

WGSS HAS A WRITING TUTOR:

You can access everything you need to know about WGSS Writing Tutoring (announcements, session sign ups, resources, office hours, updates, a writing blog, etc.) on the Tutoring Website, www.wgsswritingtutor.com. Email: wgsswritingtutor@gmail.com.

WGSS Librarian: WGSS has specialized librarians, Isabel Espinal and Anne Moore who can assist students with research. These librarians have developed a subject area research guide which has links and information to contact them directly. <http://guides.library.umass.edu/wost>

Assignments and Evaluation

Students are expected to come to all classes prepared to discuss assigned readings and class material, which will be an integral part of the final grade. However, please note that most of the grade for the course will consist of written evaluations.

Attendance and Participation	(20%)	Ongoing in-class
Reading Responses (x6)	(20%)	Due Online
Midterm Exam	(30%)	Take-home assignment
Final Exam	(30%)	In-Class exam
Class Journal	(not graded)	Anytime!

All assignments will be graded based on the predetermined scale of Moodle:

Highest	Lowest	Letter
100.00 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	60.00 %	D
59.99 %	0.00 %	F

Attendance and Participation (20%): The best way students can demonstrate their engagement with class material is by participating actively in class. To have interesting debates that contribute to our understanding of women’s organizing and feminist movements, students must read the assigned material assigned and be prepared to discuss it in class. Good participation means that students are prepared to discuss assigned readings and lecture content, that they engage substantively in class discussion and attend to questions posed by the instructor, and also listen to their peers’ comments and take them seriously. I expect students to critically assess class material, which means listening, thinking critically and asking meaningful questions. The overall grade will be assessed based on class attendance and contributions to discussions and class activities.

Reading Responses (20%): Students will present 6 small written assignments corresponding to substantive topics covered in class. Since topics are organized weekly responses should cover the material of two classes. In 500 words, responses should address the main arguments of the readings, connect two different texts or address a particular argument of special interest to the student. Additionally, responses should offer a critical reflection of the material itself. These written assignments are designed to evaluate basic comprehension of reading material and to invite active participation in class discussion and activities. I expect responses to have two ‘sections’: a brief summary and a critical reflection. A good reading response (‘B’ grade-range) offers a brief, yet precise, summary of the main argument, theme or discussion posed by the assigned readings. An excellent response (‘A’ grade-range) goes beyond summarization and offers student’s critical reception of the text. Students can offer analysis and critical evaluation of the readings based on several criteria: how much or how little they were compelled by the author’s arguments; how the arguments on the text bode in relation to current political events; how the text illuminates, obscures or conflicts with their personal experience —these criteria are an example, you can go beyond. You can be creative as to what a ‘section’ means and feel free to experiment with form in writing these responses. However, make sure that you are communicating to the reader the main arguments of the assigned material and your critical assessment of it.

- ◇ Responses are due via Moodle before the last class of the chosen weeks, meaning Thursday by 4pm.
- ◇ The lowest grade will be dropped from the final grade, meaning only 5 graded assignments will count toward the 20%.

Midterm Exam (30%): The midterm exam will be a take-home assignment. I will provide two questions a week in advance of the due date and students shall pick one and use it as a prompt to write a small essay. 4-6 pages.

Final Exam (30%): The final exam will be prompted during exams week. Students will receive three preparatory questions a week ahead, one of which will be the actual exam question. On the day of the exam, students will write an essay in response to the assigned question. Students can bring a ‘cheat-sheet’ to the final exam as an aide to compose the essay. Traditionally it is a piece of paper with class notes, quotations from the readings and

any relevant information or content that might help you compose the essay. Here you are allowed to bring as many sheets of paper as you have notes.

Class Journal (not graded): Unlike other academic topics, classes focused on gender have an added weight beyond the complexity of the material itself. Often, we find ourselves learning about a gendered and racialized world in a way that changes how we view ourselves in it. Intellectual reflections in this course might elicit all kind of emotions: a sense of confusion, despair and anger, but also excitement and the desire to go out and change the conditions of our lives. The class journal is a space to put those thoughts on paper and to engage in a collective exercise of self-reflection. The entries can look however you like, a paragraph, a sentence, a poem, a drawing, a piece of art. Or perhaps you want to share some current events with the class. Your imagination—and googledocs—are the limit. I will circulate a link for the googledoc so that we all have access to view and edit. By the end of the semester, I hope to have a well-fed document where students have been able to produce a type of content not usually required in a college class, but that still reflects the relevance of class material to everyday life.

Class Schedule:

Cluster 1: Gender and Politics

January 22nd Introduction.

January 24th A return to the right.

- Cannon, Barry. "Inside the Mind of Latin Americas New Right." *NACLA Report on the Americas* 48.4 (2016): 328-33. ProQuest. Web. 12 Mar. 2018.
- Main, Alexander. "The End of a Progressive Cycle?" *NACLA Report on the Americas* 48.4 (2016): 381-4. *ProQuest*. Web. 12 Mar. 2018.

January 29th Responses in the United States.

- Grant, Melissa Gira, "The Unsexy Truth About Harassment" In: *The New York Review of Books*. Online at: <https://www.nybooks.com/daily/2017/12/08/the-unsexy-truth-about-harassment/>
- Bennet, Jessica. "The 'Click' Moment: How the Weinstein Scandal Unleashed a Tsunami" *The New York Times*, Online at: <https://www.nytimes.com/2017/11/05/us/sexual-harrasment-weinstein-trump.html?action=click&module=RelatedCoverage&pgtype=Article®ion=Footer>
- "Person of the year 2017: The Silence Breakers" *Time*. Online at: <http://time.com/time-person-of-the-year-2017-silence-breakers/>

January 31st Responses Further South.

- *NACLA Report on the Americas*. Volume 50, 2018 - Issue 4: Women Rising in the Americas. Volume 50 *NACLA*. [Several Essays] <https://www.tandfonline.com/doi/full/10.1080/10714839.2018.1550974>

February 5th Contra Neoliberalism

- Schild, Verónica. 2015. "Emancipation as Moral Regulation: Latin American Feminisms and Neoliberalism." *Hypatia: A Journal of Feminist Philosophy*, Emancipation, 30 (3): 547–63.

February 7th Decolonial Feminism

- Lugones, María. Toward a Decolonial Feminism. *Hypatia* vol. 25, no. 4 (Fall 2010)

Cluster 2: Under Fire

February 12th. Reproductive Rights. *Peru*

- Ewig, Christina. "Hijacking global feminism: feminists, the Catholic Church, and the family planning debacle in Peru." *Feminist Studies*, vol. 32, no. 3, 2006.
- Boesten, Jelke. "Free Choice or Poverty Alleviation? Population Politics in Peru under Alberto Fujimori." *Revista Europea De Estudios Latinoamericanos Y Del Caribe / European Review of Latin American and Caribbean Studies*, no. 82 (2007): 3-20

February 14th. Forced Sterilizations and Reproductive Rights. *Puerto Rico*

- Briggs, Laura. "Discourses of "forced sterilization" in Puerto Rico: the problem with the speaking subaltern." *Differences: A Journal of Feminist Cultural Studies* 10.2 (1998): 30-33.

February 19th. **[Monday Schedule]**

February 21st Femicide.

- In class film: *Wind River* or *Senorita Extraviada*
- "Understanding and Addressing Violence Against Women. Femicide"
http://apps.who.int/iris/bitstream/handle/10665/77421/WHO_RHR_12.38_eng.pdf;jsessionid=2DAC7907F3D8F6A404481E796787ED65?sequence=1
- "Native American Women Still Have the Highest Rate of Rape and Assault" High Country News. <https://www.hcn.org/articles/tribal-affairs-why-native-american-women-still-have-the-highest-rates-of-rape-and-assault>

February 26th. Femicide and Abortion Rights. *Argentina*

- "Intrusos" *Rough Translation*, Podcast, 34min. Online at:
<https://www.npr.org/2018/06/29/624799760/intruders>
 - For reference, not mandatory: "Intrusos" Show in Spanish:
https://www.youtube.com/watch?v=1_TNbkR-QD0
- International Coverage [read in order]:
 - Pomeranic, Hinde. "How Argentina rose up against the murder of women" *The Guardian*, June 8th 2015. Online at:
<https://www.theguardian.com/lifeandstyle/2015/jun/08/argentina-murder-women-gender-violence-protest>
 - Goñi, Uki. "Argentina: hundreds of thousands of women set to protest against violence" *The Guardian*, Oct 19th, 2016. Online at:
<https://www.theguardian.com/world/2016/oct/19/argentina-women-strike-violence-protest>
- Fernandez Anderson, Cora "In Argentina, Feminist Versus the Catholic Church" *NACLA* Online at: <https://nacla.org/news/2018/06/07/argentina-feminists-versus-catholic-church>

February 28th Femicide and Abortion Rights. *Argentina*

- Abrego, Verónica Ada. "Embodying Memories: The Women Rights Movement “#NiUnaMenos” and the Women Narratives about State Repression in Argentina." *Cadernos Prolam/USP* 16.30 (2017): 115-135.
- Luengo, María. "Gender violence: the media, civil society, and the struggle for human rights in Argentina." *Media, Culture & Society*, 40(3), 397–414.
- MIDTERM EXAM QUESTION.

Cluster 3: Cultures of Resistance

March 5th Chicana Feminism

- Anzaldúa, Gloria. 2007. *Borderlands : The New Mestiza = La Frontera*. San Francisco : Aunt Lute Books, 2007.

March 7th Chicana Feminism

- In Class Film: *The Desert Is No Lady* [maybe, in process of acquisition]
- Cisneros, Sandra. *Woman Hollering Creek and Other Stories*. Vintage Contemporaries. New York : Vintage Books, 1992. [selected stories]
- MIDTERM EXAM DUE

[SPRING BREAK]

March 19th Indigenous Women’s rights *Guatemala*

- Hernandez, Aida. *Multiple InJustices: Indigenous Women, Law, and Political Struggle in Latin America*. Tucson: The University of Arizona Press [selections]

March 21st Indigenous Women’s rights *Mexico*

- Klein, Hilary. *Compañeras: Zapatista Women’s Stories*. New York, NY: Seven Stories Press, 2015. [selections]
- Hernandez, Aida. *Multiple InJustices: Indigenous Women, Law, and Political Struggle in Latin America*. Tucson: The University of Arizona Press [selections]

March 26th. Racial Justice. *Brazil*

- Perry, Keisha-Khan Y. 2013. *Black Women against the Land Grab : The Fight for Racial Justice in Brazil*. Minneapolis : University of Minnesota Press [selections]

March 28th Racial Justice. *Brazil*

- Perry, Keisha-Khan Y. 2013. *Black Women against the Land Grab : The Fight for Racial Justice in Brazil*. Minneapolis : University of Minnesota Press [selections]

Cluster 4. Epistemic Challenges

April 2nd The Politics of Feminist Translations

- Thayer, Millie, “Translations and Refusals: Resignifying Meanings as Feminist Political Practice” Alvarez, Sonia E., Claudia de Lima Costa, Verónica Feliu, Rebecca J. Hester, Norma Klahn, and Millie Thayer, eds. 2014. *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Americas*.

April 4th The Politics of Feminist Translations Continued

- Millán, Margara. "Politics of Translation in Contemporary Mexican Feminism" Alvarez, Sonia E., Claudia de Lima Costa, Verónica Feliu, Rebecca J. Hester, Norma Klahn, and Millie Thayer, eds. 2014. *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Américas*.

April 9th The politics of Language

- Perry, Keisha-Kahn. 2016. "Geographies of Power: Black Women Mobilizing Intersectionality in Brazil". *Meridians: feminism, race, transnationalism* 14 (1): 94-120.

April 11th The politics of a feminist language Continued

- Mosby, D. E. "Traveling Words: A Reflection on "Rotundamente negra" and Afro-Descendant Women's Cultural Politics." *Meridians: feminism, race, transnationalism*, vol. 14 no. 2, 2016, pp. 25-45. *Project MUSE*, muse.jhu.edu/article/650686.

Cluster 5. Into the future.

April 16th Queer Spaces/Possibilities

- In class film: *Madame Satã*
- Gill, L.K., 2018. *Erotic Islands: Art and Activism in the Queer Caribbean*. Duke University Press. [read selections]

April 18th. Queer Spaces/possibilities

- Gill, L.K., 2018. *Erotic Islands: Art and Activism in the Queer Caribbean*. Duke University Press. [selections]

April 23rd Trans-Local Dialogues

- Bueno, Pashca. "Queer/Lesbiana Dialogues among Feminist Movements in the Américas" In: Alvarez, Sonia E., Claudia de Lima Costa, Verónica Feliu, Rebecca J. Hester, Norma Klahn, and Millie Thayer, eds. 2014. *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Américas*.

April 25th Levels of commitment.

- Ahmed, Sara. 2017. *Living a Feminist Life*. Durham : Duke University Press, 2017. [selections]

April 30th Recap Exercise: Evaluating current issues.

- Final Exam Questions

FINAL EXAM DURING EXAMINATION WEEK, date/place TBA

Theories of Power: From the Center to the Margins

Instructor: **Ana María Ospina Pedraza**

Email: aospinap@polsci.umass.edu

What is Power? Do we know it when we see it, or does it hide under our naturalized notions of everyday life? This course offers students an introduction to theories of power that are central to contemporary scholarship in social sciences. It seeks to educate students on the importance of a theoretical grasp on concepts of power to discern the unique, and sometimes hidden forces nurturing national and global political structures, as well as everyday politics. We will read classical as well as contemporary scholarship central to western debates, to then complicate their theories and concepts with critique 'from the margins.' Approaching theoretical, literary and audiovisual material, students will learn how different social groups have conceptualized power based on their lived experience, and the implications of their ideas for contemporary politics. Analysis of race, gender and class will be transversal to each reading cluster, meaning each topic will be addressed keeping in mind how changing our analytical lenses to these registers alters, broadens, or problematizes the theories in question. We begin our class reading about an established debate within political science in the United States, focused on community politics and participation. We then move on to the power of economic structures to model society, and learn how economic critique has been interpreted by feminists, post-colonial thinkers and critical theorists of race.

Class Assignments

Students are expected to come to all classes prepared to discuss assigned readings and class material, which will be an integral part of the final grade. Most of the grade for the course will consist of written evaluations, three of which are reading responses, and two installments of a research project. *Late assignments will NOT be accepted; exceptions will be made only in cases of illness or personal hardship. Students should contact the instructor to discuss the possibility of an extension if they feel there is reasonable need for it.* Keep in mind that it is NOT the responsibility of the instructor to make sure students turn in assignments on time, be it under regular conditions or under extraordinary circumstances.

Class attendance and Participation	(10%)	Ongoing in-class
Reading Responses (x9)	(30%)	Due Online
Exams:		
-Midterm:	(30%)	
-Final Exam	(30%)	

Attendance and Participation (10%): The best way students can demonstrate their engagement with class material is by participating actively in class. In order to build interesting debates that contribute to our understanding of collective action, students must read the material assigned and be prepared to discuss it in class. The overall grade will be assessed based on class attendance and contributions to class discussions and activities.

Reading Responses (40%): Students will present nine small written assignments throughout the semester. In less than 600 words students will address the main arguments of the weekly readings, or a particular argument of special interest to the student, and offer a critical reflection on it. These written assignments are meant to assess understanding of class material, and to invite active engagement with reading material.

Exams (midterm and final): [Description TBA.]

Class Schedule

Cluster 1. An American Debate: three faces of power.

Week 1:

- Intro to class.
- Hannah Arendt, “On Violence.”
- Robert Dahl. *Who Governs: Democracy and Power in an American City* (1974) [excerpts]

Week 2: Second Face

- Bachrach and Baratz. *Power and Poverty: Theory and Practice*. (Oxford University Press, 1970), [Selections]

Week 3: Third face

- Watch *Winter's Bones* in class, they finish at home.
- Gaventa, John *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley* [pp. 46-70, 80-83]

Cluster 2. A Marxist debate.

Week 4:

- Karl Marx, “Wage Labour and Capital,”
- Weber, Marx. “Domination by economic power and by authority”
- Watch: Unnatural Causes “Not Just a Paycheck” and/or “In sickness and in Wealth”

Week 5

- Gramsci, Antonio. *The Prison Notebooks* [Selections on hegemony]
- James Scott, *Weapons of the Weak*. [Selections]

Cluster 3: Colonialism, Racial Domination, and the Self.

Week 6:

- Anibal Quijano. *Coloniality of Power and Social Classification*
- Aimè Cesaire, *Discourse on Colonialism*

Week 7:

- Douglas, “What to the Slave is the Furth of July”
- Michelle Alexander, *The New Jim Crow* [Selections]

Week 8:

- Watch Documentary on Fanon
- Fanon, Frantz. *Black Skin, White Mask*, [Selections]
- DuBois, W.E.B. *The Souls of Black Folk* [selections on double consciousness]

Cluster 4. Feminist analysis of power.

Week 9: Marxist Feminisms

- Nancy Hartsock. *Money, Sex, and Power* (1983) [excerpt, maybe]
- Silvia Federici, *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle* [excerpt]

Week 10: Black feminisms

- bell Hooks “Changing Perspectives on Power.” In *Feminist Theory: From Margin to Center*.
- The Crunk Feminist Collection [selections]

Week 11: Gender and Coloialism

- Mohanty, Chandra. “Under Western Eyes: Feminist Scholarship and Colonial Discourses”
- Anzaldúa, Gloria. *Borderlands = La Frontera*. San Francisco : Aunt Lute Books. 1999. [selections]

Cluster 5. Knowledge, Truth and Power

Week 12:

- Foucault, Michel. *Herculín Barbin* [selections]
- History of Sexuality, Vol 1. [selections]

Week 13:

- Willey, Angie. *Undoing Monogamy*. [Chapter on moles]
- Recap.

Issues in Collective Action: Social Movements and Resistance

Instructor: **Ana María Ospina Pedraza**
Email: aospinap@polsci.umass.edu
Office: Machmer 304 (Behind DuBois Library)

Scholars of collective action channel their curiosity into a variety of political phenomenon, to then constitute different fields of study. The study of collective action has been framed by two seemingly separate spheres of political action: social movements and resistance. The study of these phenomena has created two analytic arenas of scholarly engagement. This course is designed to familiarize students with the study of collective actions through the lenses of the literatures on social movements and resistance, tracing but also destabilizing the categories as analytical frames for analysis. We will interrogate course material to learn how are social movements defined and what explains their emergence and success, how different approaches to the study of social movements illuminate and obscure aspects of the political experience involved in collective action, what forms of political action are defined as ‘resistance’ and under what criteria they are claimed not to be social movements nor ‘collective action.’ Ultimately, in this class we will explore the frameworks of analysis and examples of political action that destabilize the analytical boundary holding social movements and resistance as separate experiences.

Class Assignments

Students are expected to come to all classes prepared to discuss assigned readings and class material, which will be an integral part of the final grade. Most of the grade for the course will consist of written evaluations, three of which are reading responses, and two installments of a research project. *Late assignments will NOT be accepted; exceptions will be made only in cases of illness or personal hardship. Students should contact the instructor to discuss the possibility of an extension if they feel there is reasonable need for it.* Keep in mind that it is NOT the responsibility of the instructor to make sure students turn in assignments on time, be it under regular conditions or under extraordinary circumstances.

Class attendance and Participation	(10%)	Ongoing in-class
Reading Responses (x9)	(40%)	Due Online
Research Project:		
-Research Proposal	(10%)	Due in class
-Final Research Project	(30%)	Due in class

Attendance and Participation (10%): The best way students can demonstrate their engagement with class material is by participating actively in class. In order to build interesting debates that contribute to our understanding of collective action, students must read the material assigned and be prepared to discuss it in class. The overall grade will be assessed based on class attendance and contributions to class discussions and activities.

Reading Responses (40%): Students will present **nine** small written assignments throughout the semester. In less than 600 words students will address the main arguments of the book or a side argument of special interest to the student, and offer a -critical- reflection on it. These written assignments are meant to assess understanding of class material, and to invite active engagement with reading material.

Research Project:

Students will be placed in groups of **two students** to complete a research project by the end of the semester. Groups will choose one country; one topic among those covered in class, and will propose a research question to be fully answered by the end of the semester. Some of the topics are the emergence of the Nation-State, Economic and/or Political Development, Democratization, Social Mobilization and Protest; nevertheless your choice of topic should be narrower in scope (e.g. industrialization in Brazil in the second half of the 20th century). Students are encouraged to be creative in their choice country, topic, and research question. The research project *must remain engaged with the theories discussed in class that are relevant to your case selection*, and it should demonstrate good research practices. There will be two installments of the project:

1. Research Proposal (20%): Students should offer a detailed description of the research to be conducted. The proposal must include: 1) Country and topic of interest; 2) relevance of country and topic to comparative political analysis; 3) specific research question and sub-questions; 4) a tentative set of arguments or ideas to answer the proposed questions; 5) an outline of the paper and 6) a relevant list of bibliographic references that relays on, but goes beyond class material. [For help with the research project students are encouraged to consult Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press 2008).] This installment must not exceed 2,000 words including bibliography.

2. Final Research Project (30%): The final installment will be the outcome of the proposed research. It should take the form originally intended, and address the comments made in response to the research proposal. Any significant digressions from the original project should be consulted with the instructor. All research projects should include a final bibliography, and must meet standard practices of citation. The final installment must be in between 3,000 and 3,500 words, not including works cited.

PART I: What is a Social Movement?

Week 1: Defining Social Movements.

Tilly, Charles. 2004. *Social Movements, 1768-2004*. Boulder: Paradigm Publishers (Selections)
Offe, Claus. 1985. New Social Movements: Challenging the Boundaries of Institutional Politics.
Social Research 52, 4: 817-868.

Week 2: Structure and Political Opportunities. (U.S)

McAdam, Doug. 1999. *Political Process and the Development of Black Insurgency, 1830-1970*.
Chicago: University of Chicago Press. Second Edition. (Selections)

Week 3: Contentious Politics

McAdam, Doug, Sidney Tarrow, Charles Tilly. 2001. *Dynamics of Contention*. Cambridge:
Cambridge University Press. (Selections)

Week 4: Critiques of Contentious Politics

- Goodwin, Jeff, and James M. Jasper. 1999. "Caught in a winding, snarling vine: The structural bias of political process theory." *Sociological forum*. Vol. 14. No. 1. Kluwer Academic Publishers-Plenum Publishers.
- Polleta, Francesca, "Culture is not just in your head" In: Goodwin, Jeff and Jasper, James M., eds. 2004. *Rethinking Social Movements: Structure, Meaning, and Emotion*. Lanham, MD: Rowman and Littlefield.

Part II Cultural Approaches to Social Movements: A Different Definition

Week 5: Culture as Politics (Lat Am)

Alvarez, Sonia E., Evelina Dagnino, and Arturo Escobar. 1998. *Cultures of Politics/Politics of Cultures: Re-Visioning Latin American Social Movements*. Boulder, Colo: Westview Press. (Selections)

Week 6: Narrative and Emotion (U.S)

Polletta, Francesca. 2009. *It was like a fever: Storytelling in protest and politics*. University of Chicago Press. (Selections)

Goodwin, Jeff, James M. Jasper, and Francesca Polletta, eds. 2009. *Passionate politics: Emotions and social movements*. University of Chicago Press.

Week 7: Inside Social Movements (Brazil)

Wolford, Wendy. 2010. *This Land is Ours Now: Social Mobilization and the Meanings of Land in Brazil*. Durham [NC]: Duke University Press. (Selections)

Week 8: Transnational Movements

Della Porta, Donatella. 2007. *The Global Justice Movement: Cross-National and Transnational Perspectives*. Boulder: Paradigm Publishers (Selections)

Juris, Jeffrey J. 2008. *Networking Futures: The Movements Against Corporate Globalization*. Durham, NC: Duke University Press. (Selections)

PART III Rethinking collective Action: Different Spaces, New Approaches

Week 9: Documentary on ACT Up.

Week 10: Resistance (South East Asia)

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. (New Haven: Yale University Press. (Selections)

Brown, Michael F. 1996. "On Resisting Resistance." *American Anthropologist*. Vol. 98, No. 4: 729-735

Creswell, Tim. 2000. "Falling Down: Resistance as Diagnostic." In Joanne Sharp, Paul Routledge, Chris Philo, and Ronan Paddison, eds. *Entanglements of Power: Geographies of Domination/Resistance*. London, UK: Routledge. 256-268

Week 11: Living Politics (Middle East)

Bayat, Asef. 2009. *Life as Politics: How Ordinary People Change the Middle East*. Cairo: The

American University Press. (Selections)

Mahmood, Saba. 2005. *Politics of Piety: the Islamic Revival and the Feminist Subject*. Princeton, N.J.: Princeton University Press. (Selections)

Week 12: Collective Action in Authoritarian Regimes (China + Syria)

O'Brien, Kevin J., and Lianjiang Li. 2006. *Rightful Resistance in Rural China*. Cambridge: Cambridge University Press (Selections)

Wedeen, Lisa. 1999. *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*. University of Chicago Press. (Selections)

Week 13: Research Project Presentations.