

## SOCIAL MOVEMENTS IN LATIN AMERICA

COURSE CODE	SEMESTER		SEMESTER COURSE				
	SCT	UD	CAT	TALL	LAB	PC	
RRII1042	4	64					<b>SPANISH CENTER</b>
SEMESTER							REQUIREMENTS
II	64 CONTACT HOURS						<b>SPANISH B1</b>
COURSE DESCRIPTION							
<p>Without appealing to sociological exhaustiveness, the focus of the course will be in convening some Latin American social movements and the construction of an alter globalization discourse by them, which will open up a problem with the rural and urban particularities of each case, ranging from religion, to the cycles of protest inscribed within the economic, social, ethnic and/or environmental crises in their territories. This will provide the opportunity to interrogate the notions of “democracy”, “citizenship” and “revolution”.</p> <p>Relying on history and discourse analysis, it will be necessary to describe both the contemporary problems that cross Latin America, as well as the reactions of the sectors of the population in the face of economic crises and the hegemonic discourse of neoliberalism and globalization that exclude them.</p>							
COMPETENCES ASSOCIATED WITH STUDENTS PROFILE							
<p><b>The student as a social agent is expected to:</b></p> <ul style="list-style-type: none"> <li>• Be able to manage various multimodal sources of information that allow you to subsequently express ideas of medium or greater complexity, using diverse linguistic and non-linguistic resources, in a conscious, clear and adaptable manner, according to the context and its register.</li> <li>• Face diverse textual genres (articles, reports, letters, laws, news, interviews, debates, among others) in which definable positions and points of view are adopted.</li> <li>• Identify relevant aspects in long and complex texts.</li> </ul> <p><b>The student as an intercultural speaker is expected to:</b></p> <ul style="list-style-type: none"> <li>• Be susceptible to accepting, incorporating and strengthening procedures that move away from ethnocentric and/or stereotypical visions of Latin America.</li> <li>• Value the political and cultural diversity of Latin America, through historical empathy and the search - always complex - of other references or experiences that facilitate the deepening of their knowledge about the territory and its inhabitants, through study or direct contact with them.</li> </ul>							

- Neutralize and resolve eventual situations susceptible to misunderstandings and cultural conflicts.

**The student as an autonomous learner is expected to:**

- Make their own system of beliefs to be flexible regarding language and culture learning.
- Formulate goals periodically, according to each of the assignments required and the implicit recognition of their own cognitive, social and psycho-affective capacities.
- Contribute to the creation and maintenance of relationships of collaboration, cordiality and trust among group members.

### LEARNING OUTCOMES OF THE COURSE

**General Objective:** The general objective of the course is - through the tools of the social sciences and humanities - to analyze collective action and social commitment to understand the special characteristics of the Latin American mobilizations of the late 20th and early 21st centuries.

**Specific Objectives:**

#### UNIT I

- Identify the stages that precede the formation of a social movements.
- Evaluate the legitimacy (or illegitimacy) of the civil disobedience of a social movement, based on the recognition of its ideas and the legal framework it challenges.
- Evaluate the relevance of the strategies and resources used by a social movement

#### UNIT II

- Evaluate the democratic commitment of the social movement.

#### UNIT III

- Compare and identify the differences and similarities of social movements in authoritarian and democratic contexts.

## KEY CONTENT

### **Unit I: Social movements and civil disobedience:**

- How is a social movement formed?
- Civil disobedience in democratic and dictatorial regimes. Some characteristics and differences. Readings to Henry Thoreau.
- Some methods of civil disobedience: Boycott and peaceful protests.
- Civil disobedience: Some antecedents of the 20th century (Rosa Parks, Mahatma Gandhi, Mohamed Ali).

### **Unit II: Latin American social movements and neoliberalism (the Bolivian process)**

- Bolivia, from disobedience to the presidency: The arrival of Evo Morales and the MAS to power.
- Background: The Water War and the Gas War
- Organizational description of the MAS and the coca growers.
- The triumph of Evo Morales: first indigenous president of the continent.
- Evo Morales and the “Threat to Bolivian democracy.”

### **Unit III: The Student Movement in Chile: Is it a process of civil disobedience?**

- Background: Civil disobedience in Chile and the recovery of Democracy: Days of national protest in the '80s
- The children of the '90s: The student revolutions of 2006 and 2011: The change in Chilean society.
- NO + AFP Movement: Challenging the model and the “Chilean miracle”.
- The explosion of social demonstrations in Chile after 20 years of democracy (Regionalism, New Constitution and decline of Neoliberalism in Chile).
- Social Outbreak and constituent processes.

## TEACHING AND EVALUATION METHODOLOGIES

The learning process contemplates, based on expository classes and the analysis of texts, films and testimonies, a review of exceptional moments, starring successful social movements that have shaken the current order in specific spaces and times, changing the political map of Latin America.

To this end, the concepts of Obedience and Civil Disobedience, Status-quo, Order, Disorder, Pacifism, Violence, Media, Public Space and Democracy and their applicability to the social movements that form the “core” of this course.

All of this is accompanied by 2 hours per week of autonomous work, based on materials and/or resources delivered weekly by the professor either in person and/or through the university platform (MLS)

**BASIC BIBLIOGRAPHY**

- Brieguer, Pedro. “De la década perdida a la década del mito neoliberal”. En La globalización económico- financiera. Su impacto en América Latina (2002). Buenos Aires: Clacso..
- Crespo, D. (2000) “La Guerra del Agua en Cochabamba. Movimientos sociales y crisis de dispositivos de poder”. Cochabamba: Universidad Mayor de San Simón.
- Fillieule, O. & Tartakowsky, D. (2015). “La Manifestación : cuando la acción colectiva toma las calles”. Buenos Aires: Siglo XXI Editores.
- Gómez, L. (2005). “Thoreau y la desobediencia civil”. Revista Libertad.
- Hayers G & Ollitrault S.(2013). «La Désobéissance Civile». Paris: Presses de Science Po. (*chapters 1 and 2, professor’s translation*)

**COMPLIMENTARY BIBLIOGRAPHY**

- Mayol, A. & Azócar, C. (2011). Politización del malestar, movilización social y transformación ideológica: el caso "Chile 2011". Santiago: Polis. 10(30), 163-184.
- Morales, Evo (2006). “La Revolución Democrática y Cultural: diez discursos de Evo Morales”. La Paz: Malatesta.
- Salazar, G. (2013). “En el nombre del poder constituyente (Chile, Siglo XXI), Santiago, Lom, 2013.
- Sivak, M. (2008). “Jefazo: Retrato Íntimo de Evo Morales”. Buenos Aires: Debate.