

Field Research Course SCS 3120/4120 / ECH 4610
Environmental Justice and Social Change in Mexico
(Oaxaca and Chiapas)

Marie-Josée Massicotte (FSS 7044)
in partnership with
Oliver Fröhling and Jonathan Treat
SURCO, A.C., Oaxaca, Mexico
Summer 2017

COURSE OUTLINE

Professor's office hours: Tuesday 2:30-3:30 p.m. or best, by appointment via email
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Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

Predeparture training: See schedule below

Tentative dates: May 1st to May 25 2016

CONTEXT

Oaxaca and Chiapas are among the most indigenous and resource-rich states in Mexico in terms of fertile land, water, biodiversity and other natural resources. Nonetheless, they are also amongst the most disadvantaged in terms of conventional socio-economic indicators. In response to inequalities and in parallel to the increased mobilization of indigenous peoples across the world, these states are also at the center of intense and on-going sociopolitical and environmental conflicts, collective action and social organizing by teacher unions, indigenous and peasant communities, and by women, migrant, environmental and youth groups. With the increasing number, scale and intensification of mega-projects such as mining, highways and hydroelectricity, civil society forces are fighting for their rights and contesting the current socio-environmental, political and economic models of development and governance. Indigenous communities are especially active by raising their voice, building cross-sectoral and cross-border coalitions, and investing time and efforts in the promotion and implementation of collective autonomy, food sovereignty and alternative ways of living. Hence, the issues of food production, social reproduction, collective autonomy, and the defence of the territory and culture are crucial and inter-related dimensions in the struggle for greater equality, dignity and justice.

Such issues were indeed central in the EZLN uprising in 1994 and Zapatista communities in Chiapas, as well as with the APPO movement (2006) led by the teacher's union in Oaxaca, in which many women and indigenous groups participated actively. The struggle against the contamination of native corn by genetically-modified US and Canadian imports, including from food aid, has also strongly mobilized various academics (e.g. I. Chapala & M. Altieri, of the University of California, Berkeley) indigenous, and rural communities, as well as environmental organizations promoting food sovereignty, indigenous autonomy and sustainable development. Hence, the state of Oaxaca and Chiapas are extremely rich sites for introducing students to field research and to study development and governance challenges facing various civil society actors, especially around questions of food, exploitation of natural resources (forests, water, land, minerals) social and environmental justice. Moreover, in spite of the violence and criminality in the country, these regions are now cited by the U.S. State Department as safe for travels in the country. In addition, the partner organization, SURCO, is extremely careful and well connected with grassroots activists and researchers who can quickly advise and reorient activities, if necessary, in both southern states.

OFFICIAL COURSE DESCRIPTION

This 6 credit course analyses civil society actors and social and environmental justice issues from a critical political economy and development perspective, with a particular focus on indigenous and peasant resistance movements. Students will explore the inter-section of contemporary social and environmental challenges in Mexico, through readings, lectures, discussions and field visits. Students will also engage in primary, field-based research on a topic of their choice related to today's globalizing agrifood regimes and alternative economies in the making, or extractivism.

GENERAL COURSE OBJECTIVES

In political and development studies, first-hand experiences of the process and implications of on-the-ground research are great assets to acquire for students who come away with a better sense of the various perspectives when discussing issues of governance, development, power relations, inequality, democracy, well-being and justice, for instance. After last year with the field course in Mexico, and after accompanying various student-civil society delegations to three social fora (Guatemala 2008, Bélem, 2009, Tunis 2013), I have witnessed the impact that such experiences have on students learning and motivation. Although new technologies have allowed individuals to become acquainted with experiences from across the globe, they cannot approach the value of being immersed in the daily life of communities, and having the opportunity to meet face-to-face and discuss with individuals struggling for their rights in the global south.

This course offers an interdisciplinary, critical perspective on issues of development, governance, globalisation, social justice and resistance as they affect various civil society organizations, communities and households in Oaxaca and Chiapas. It is a special research seminar including in-class interactive learning and discussions, independent readings and fieldwork research. The course is organized jointly with SURCO coordinators, based in Oaxaca City, and their research and community partners (e.g. Investigación Sociológica, Universidad Benito Juárez, Red Autónoma de Soberanía Alimentaria (RASA), Colectivo Oaxaqueño en Defensa de los Territorios, Tequio Jurídico, EDUCA, among others).

The seminars will be taught by various specialists, including geographers, political scientists, lawyers and journalists, as well as colleagues and community experts from CIESAS, Tequio Jurídico, the Centro de Apoyo a las Misiones Indígenas (Cenami), and the Centro de Estudios para el Cambio en el Campo Mexicano (CECCAM), among others. The course will emphasise how socio-environmental and economic issues and conflicts (land access, agricultural production and distribution, food security, social reproduction, small scale farming, agroecology, mining and natural resource management, climate change, buen vivir, drug and human trafficking...) intersect with political issues (public policies, political corruption, criminalization of dissent, human rights violation, ethnic and gender identities, communication and access to media, inequality, political economy, autonomy, democracy, governance). Such processes are facing important challenges but also are giving rise to opportunities for collective organizing and actions promoting significant sociopolitical transformation and change in Oaxaca, Chiapas, Mexico and beyond.

The course also offers rich and varied opportunities from formal and informal learning environment, including a critical space and various methodological tools to carry out a brief independent research project in the Mexican context, individually or in a small team. Academic support for each research project will come from the U of O professor and a resource person from SURCO's staff who will be paired with the students to act as local supervisor or research facilitator.

SPECIFIC COURSE OBJECTIVES

The key objectives of this course are to enable students to:

- Become acquainted with the historical political economy and culture explaining some of the contemporary conflicts and challenges faced by civil society organizations fighting for food sovereignty, human rights and social justice;
- Gain a first hand understanding of the lived experiences of various communities, with emphasis on their socio-economic and agricultural models of development and governance--as well as an empirical and theoretical understanding of (post) colonialism in the global South, using Mexico as case study--through in-class and on-the-road instruction and discussions, field visits, and independent study.
- Think critically about the intersection of political, social, economic, cultural and environmental factors shaping contemporary Mexico's development, politics and society, especially around food sovereignty, indigeneity, land, agriculture, exploitation of natural resources and socio-environmental issues.
- Challenge dominant understandings of development, food, justice, autonomy and globalisation processes by interacting directly with their peers and southern academics, activists, host families, government and possibly industry representatives from Mexico, thus refining their interpersonal abilities.
- Introduce them to innovative and participatory research methods grounded in, and in partnership with, community stakeholders in the global south. In so doing, the students will benefit from mentorship to develop communication skills needed to conduct field research in a complex cross-cultural environment, thus getting a taste of the “richness and uncertainties” of independent field research with the support of experienced Canadian and Mexico-based teachers.
- Develop analytical and argumentative skills, through academic research while also learning to write a good op-ed/blog for newspapers/possibly produce a YouTube video that will require them to be sensitive to cross-cultural differences, while taking into account the

intended audience and the potential risks and consequences of what they are reporting for those offering testimonies.

- Think critically about the role(s), responsibilities, opportunities and limits of “expatriate” researchers (or “development experts”, “volunteers”, travellers more generally) within a southern context.

TEACHING METHODS

This course relies heavily on interactive, experiential and participatory learning, whether in the pre-departure preparatory sessions, the Mexican classroom, or the field visits and on-the-road learning and exchanges. The reading lists and the research component of the course are student-directed, with support from the U of O instructor. Each student is also paired with a SURCO-based mentor who serves as research facilitator, guiding their research methodologically as well as providing logistical support in carrying out their project. In some cases, the students will conduct their research under the umbrella of the U of O professor’s or SURCO own research activities, thereby giving them direct and privileged access to on-going work.

The U of O professor (M.-J. Massicotte) has completed various field research trips in Brazil (since 2005) and in Mexico (since 1997). Marie-Josée is fluent in Spanish, and is well versed in the local politics and culture of the country. She has already mentored over 80 students (undergraduate and graduate) in cross-cultural delegations, qualitative and participatory research methods.

The SURCO team for this course has also developed an expertise in cross-cultural teaching and communication, qualitative and participatory research, as well as group facilitation (e.g. very useful for pre-field preparatory discussions and debriefing after emotionally and intellectually challenging field trips). Indeed, SURCO coordinators have organized numerous very successful delegations and academic programs for foreign (mostly US) students, human right activists, journalists and researchers in Oaxaca, Chiapas, Guerrero and Mexico City, between one week and up to 6 months intensive trainings. By doing so, they have had the opportunity to develop innovative methods based on interactive learning practices, using field trips, hands-on teamwork, photo exhibitions and video productions within the communities with which they have established partnerships.

ASSESSMENT METHODS (all dates 2017)

	Due	Value
1. Participation	Pre-departure meetings (January – April)	10%
	and 3 weeks in Mexico	10%
2. Project Proposal	Wednesday, April 5	10%
3. Personal fieldwork journal	Everyday while in Mexico: Due date (after the first week and night before departure)	15%
4. Autonomous study days preparation and report back to the group	Different days in May	/20%

5. Final Research Project: hard copy research paper, oral history, 4-5 op-eds articles or blogs, or a YouTube video	Wednesday, June 14, max 3 p.m. in my office or at the Political Studies Secretariat	/ 35%
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1. Participation: (10% + 10% of the final grade)

This very intensive field research course is primarily evaluated on *active and respectful* participation and mutual learning, including pre-departure meetings, required readings, in class seminars and field trips. Each student must actively read and participate in class discussions, pre-departure sessions, field trips and one-on-one meetings. The participation mark will be evaluated on the quality (not quantity), as well as sustained and informed contribution of each student-researcher.

Note: special arrangements can be made for students who will be working outside of Ottawa during the winter semester/coop students but must be explicitly arranged with the professor.

Once during the trip and at different moments, a small group of students will be in charge of learning and preparing some notes/key background information about each visit/organization/ speakers we'll have the opportunity to meet in order to be better prepared as a group.

2. Project Proposal: (10%, due April 5)

Outline in 3-4 one and a half-spaced pages the research topic you will be investigating while in Mexico, why this is an important topic, its link with the seminar's main themes, the proposed research methods, questions or concerns you may have, and key reference materials that you already have consulted. You are encouraged to consult with the professor to discuss your topic and research question(s) and get inputs on appropriate methods before that date. The proposal should be written in paragraph format, not point form. Include the following, **even for the short video, or oral history options (see below #5):**

- A specific **research question** that can be explored and answered in a rather short period, hence don't be too ambitious but make sure it's a feasible and an interesting topic to analyze;
- Proposed **methods and activities** to demonstrate how the topic will be researched;
- An **annotated bibliography** of a minimum of 8 academic sources. For each source, explain in 3-5 sentences why you consider this reference useful, or how its key findings will contribute to shape or inform your project. The annotated bibliography can be single-spaced and can go beyond the 3-4 pages.

* For those opting for **team research** (2-3 students max), please make sure you consult with me first. The proposal should be longer, including a clear description of each student specific contribution and division of labour (e.g. research and interviews on two key dimensions of a community's struggle for food sovereignty; who's more comfortable to take the lead in Spanish for interview questions...).

3. Personal fieldwork journal	(everyday, 15%)
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To be further explained in class. *First one due after the first full week; second one, May 24th, just before departure.*

4. Autonomous study days and report back to the group (various days, May, 20%)

As a group of 2-3 students, you will have the opportunity to visit a community, an NGO, or a government agency, sometimes accompanied by a SURCO facilitator or the professor, to learn about an initiative related to your interest. You will be responsible to *read and learn about the organization* beforehand (SURCO will provide relevant documentation) in order to prepare relevant questions for your visit. At the end of the field study trip, as a group, you will report back to the rest of the participants. Each student will also provide a short written report (max 2-3 pages, with key elements that attracted your attention and critical self-reflection, for example) of their visit, including a brief evaluation of your peers. This 20% portion of the grade will be a team grade. Hence, the active participation and collaboration of everyone is essential. In case where your teammate reports a lack of involvement or respectful interactions, a student can get a lower grade, and potentially be excluded from other activities. *Please see the infosheet on how best to do team work!*

*** As with every field research involving direct interactions and interviews with human beings, you will have to prepare carefully and justify your questions to the local ethic committee to get their approval (Jonathan, Oliver and Marie-Josée). This is always essential, but especially so in cross-cultural contexts with marginalized communities such as the ones we will be visiting in Oaxaca and Chiapas, where individuals may have been victims of discrimination and violence. *The same ethic evaluation will be required for the interviews conducted in relation to the final research project (#5 below).*

5. Final Research Project: (35%, due June 15) * see note above*****

Each student/team will choose between the following options:

- A. Conventional research paper, including at least *one on-site interview*;
- B. Oral history with a community member/activist/NGO or governmental representative (need to have a very good understanding of Spanish);
- C. 4 or 5 op-ed written pieces or blog posts (800-1200 words or so) on various field visits
- D. YouTube video analysing a community experience (need to be fluent in Spanish)

Before departure, you will read background documents and academic articles related to the main topics of the program, as well as *preparing an annotated bibliography* specific to your final research project, whatever option you chose. You will need to specify and develop your project during your stay in Mexico (thus bringing with you the necessary books and articles, but also getting access to relevant grey literature and primary/ secondary sources, and completing at least one interview on-site). Yet, it is mostly before to travel and **upon return** that you will write and finalize the research project. You **MUST** include the final WORD counts for option A and B.

Option A - Research paper: hard copy SVP, double sided is fine

*** Many of the recommendations and criteria here are also useful for the other options (B, C and D)

A 3000-4000 words essay (12-15 pages) that combines the research done in Canada, the sources found in Mexico, and at least one interview with a Mexico-based resource person while in the country (typically government official, NGOs, social movement or community participants). The essay must have a *clearly defined argument or research question* and must seek to answer, support and demonstrate, or reject and nuance, the main argument (20/35 points, content & analysis).

Papers should include a title, title page with the **word count**, page numbers (**1 pts**) and only one complete and recognized reference method for the bibliography and in text references, as well as a copy of the interview guidelines and questions asked in an annex (**2 pts**). It is also a very good idea to include the transcription of your most important interview(s). I also highly recommend the author-date system (variously known as the Harvard system, APA, MLA, etc., each with small variations). It is easier to use than footnotes and saves you space for content. Most social science journals use this system. All in-text citations—which can be original language in English, Spanish or French, but if you translate, make sure you include the original (in footnotes) and have an adequate translation—that are longer than 3 lines should be indented, without quotation mark, single space and regular font (not italicized), keeping footnotes or endnotes only for complement of information (cf. <http://www.sass.uottawa.ca/writing/kit/apa.doc>). Make prior arrangements with the professor to submit the final paper (by June 15, at 3 p.m. *at the latest*). Email copy + hard copy SVP.

Option B – Oral history:

You're better in oral than written communications and analysis? You are a good listener, interested in and sensitive to people's experiences, approaches and opinions? This option may be for you! Oral history involves the systematic collection of someone's unique experiences through testimony. A growing number of social scientists now recognize the value of people's everyday lives and memories. Yet making good oral histories is demanding. In term of preparation: you'll need to familiarize yourself with the techniques, the do's and don't (see

http://dohistory.org/on_your_own/toolkit/oralHistory.html - DOIT).

You also need to prepare adequately and get the approval of the local ethic committee. You should be strong or fluent in Spanish, or team up with someone who is fluent to chose this option. Oral histories also require that you **verify** the stories and information you get, **analyze** them, put them into **context**, and make sure you store them adequately, respecting ethical norms. This technique can be emotionally challenging as some of the interviewees have gone through difficult experiences that they may wish to share or not with you. As with every type of field research, **BEFORE TO USE** and diffuse any of their information/image/voice in print or other media, you will need to get the explicit (oral or written, as appropriate) **CONSENT** from your informants/interviewees.

One page proposal explaining the context, main topics, description of the person/ organization + **key questions** (in Spanish *and* English or French) will need to be approved by the ethic committee, **at least 4 days** before the interview takes place. The final product should be around 8-12 pages long (2000-3000 words) and you will need to submit the tape of the interview and the transcriptions—including the oral or written consent, as well as your proposal and final interview questions for evaluation. The best oral histories may eventually be published if different venues become available, and with the consent of the participants. See criteria above, option A.

Option C – 4 or 5 Op-Eds or Blogs: Oliver Frohling and especially Jonathan Treat, who is an independent journalist, as well as co-director, teacher and program coordinator at SURCO, have extensive experience getting their analyses into print and electronic mass media through timely and topical “op-ed” (opinion-

editorial) pieces or blogs submitted to newspapers and research-oriented websites, such as *Noticias*. Developing clear and convincing arguments on complex and often controversial political issues, such as the impact of Canadian mining companies in indigenous rural communities, into 800 words or so is a very useful exercise. Think carefully about your readers' perspective, what they know and don't know, and how you might persuade them to take your argument seriously. Students will draft an op-ed on an issue of their choice, that could eventually be submitted to a North American newspaper or website.

The best op-eds will be submitted to a newspaper, a (online) journal, or published on a research web site in Mexico, the US or Canada, like *Noticias*, Oaxacalibre.org, Rabble.ca, CIP Americas Program (www.cipamericas.org), Rabble.ca, *Possibles*, *À Babord*, or *Le Journal d'Alternatives*.

Option D - YouTube video: using a smartphone, webcam, or digital video camera

This option would require that you are fluent in Spanish and have some familiarity with the technology to be confident that you can produce a good final product, about 10-20 minute long. Please read the directives for oral history above that are also relevant here, but in this case, the final product will be a well-produced and formatted video, including context, interview(s) and critical analysis, rather than a written story. In order to verify the information you get, you may need to meet more than once with the same person, or interview more individuals and do some extra research to complete your project. For evaluation, you will submit the final YouTube video, along with the interview recording, the interview questions and the proposal that was first approved by the ethic committee--including the oral or written consent. The best videos may be posted online, ***if and only IF*** you can get the formal ***consent*** of participants AND an ***appropriate venue***.

Notes

Penalties: Work submitted late will be penalized in the following manner. Work submitted late will not receive written feedback, only a grade. Work handed in late should be handed in to the School of Political Studies main office, FSS7005 with a penalty of 3% per day, including weekend. The office staff will date stamp the piece of work (they close at 3:30 p.m. in the summer). If you hand it in outside regular office hours, then there is a posting box outside the School office.

Quality of writing:

You will be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Language: Consistent with the general rules of the university, papers may be submitted in English or French. If Spanish is your first language or you have a very good written knowledge, please talk to me about this option.

Presentation/references:

I do not care which reference system you use, as long as you use a recognised one and use it consistently. The author-date system (variously known as the Harvard system, APA, MLA, etc, each with small variations) is easier to use than footnotes and saves you space for content. Most social science journals use this system.

Plagiarism: Plagiarism is not tolerated by the university. It is your responsibility to have read this and understand how to avoid this malpractice. See the university's statement on

plagiarism at: www.uottawa.ca/plagiarism.pdf, or www.uottawa.ca/plagiat.pdf. See also Appendix IV to this course outline. For a useful simple guide to what constitutes plagiarism and what doesn't, see <http://www.library.drexel.edu/tutorials/plagiarism/plagiarism6.html>.

PLANNING AND ORGANIZATION OF THE COURSE

Preliminary Course Outline and Timeline

Pre-departure (Jan-April 2017)

For the Mexican-based component of the course (May 1st to May 25, 2017) to function well, students need adequate **pre-departure preparation** in order to have both: a) the academic grounding to develop research projects that are achievable and relevant to the Mexican context and b) the logistical and socio-psychological preparation for an intensive, cross-cultural experience (likely for the first time) in a global south context. The pre-departure components (3-4 in-class sessions of between 2:30 and 3 hours each, as well as one more informal, dinner gathering to total roughly 10-12 hours) will be scheduled on dates (to be announced) that accommodate and do not conflict with students' winter semester obligations. Students will also be requested to meet with the University of Ottawa instructor whenever needed to confirm participation and to brainstorm or refine their proposed research and to prepare appropriately the travel.

Date	Activity
January	
16 Jan. 2017	<p>1. Course introduction & orientation</p> <p>* Covers the course's obligations (academic, language skills and administrative/financial issues), student and instructor expectations, scheduling the subsequent pre-departure meetings, information on visa, vaccinations, travel insurance, etc.</p> <p>(This meeting will allow students and the instructor to confirm that the course is an appropriate "fit" for their interests, expectations, and abilities).</p>
	N.B. Once confirmed, the list of students and their initial research project ideas will be forwarded to the SURCO team as soon as possible in January so that the feasibility of their projects can be assessed and potential supervisors can be identified.
February Pot Luck – BYOS to eat, share and serve ;-)	
Feb. 27 9:30-1pm FSS 7003	<p>2. Mexico's Cultural and Political Context</p> <p>* To provide a common understanding of the course's key themes and concepts, this session provides a brief overview of key historical and socio-cultural actors and processes that have shaped Mexico's political and economic development with a special focus on Oaxaca and Chiapas.</p> <p>* Students will also be provided with the core "Readings" (see below) that support and elaborate on the in-class component and will also assist in developing proposals.</p>
	N.B. Students will confirm their research interests no later than the last week of February (after reading week). With support from the UofO instructor, students will initiate a (email) conversation to develop and refine the proposal in March.

March Lunch @ noon, Ahora!	
March 12 9h30- 1:30pm FSS 7003	<p>3. Mexican Restaurant meeting: logistics & planning</p> <p>* First part, we'll continue learning about relevant topics and then share a lunch which will allow students to interact with the instructor and each other in a less formal setting (for team-building)</p> <p>* If possible, students from previous field research courses are also invited to share their perspectives on preparation for the course (in terms of practicalities, research preparation, and post-class volunteering or travel opportunities).</p>
April 2 nd 9:30- 1:30pm FSS 7003	<p>4. Planning for Field Research and Studying in Mexico</p> <p>* Covers field research tools and ethical considerations appropriate to conducting a brief research project in Mexico. This meeting ensures that all students are making sufficient progress on their background reading and proposal development. Problems identified at this stage can be addressed by the UofO instructor, with support from the SURCO team.</p> <p>* Provides several scenarios that explore challenges inherent to cross-cultural exchanges and mutual learning experiences. In particular, students will be asked to consider the ethical issues inherent to their positionality in multiple identities (e.g. as “poor” student/“wealthy” foreigner/traveller, as well as their gender, age, and ethnic identities). Reference to the literature on “poverty tourism” will help the class explore their understanding of boundaries and comfort zones that might define how they individually or collectively understand appropriate behaviours “in the field”.</p>
April	
8	DUE: Project Proposal sent to Prof. Massicotte hard copies preferred
	N.B. Students will meet individually with the UofO instructor at least one final time before departure to confirm their preparation for research (and travel more generally). Depending on the project, the SURCO team may liaise with some students during April to finalize logistics and to begin preparations for field visits (e.g. contacting relevant NGO, or government agencies, obtaining letters of introduction, etc.)

In Mexico (May 2017)

The Mexican-based component will involve in-class instruction and debates led by the SURCO team (centred on food sovereignty, social and environmental challenges) to prepare for field visits that will contribute to their research and learning experiences, as well as debriefing afterward. The field visits will engage with development actors in different contexts, as indicated in the proposed schedule below:

- (1) An indigenous-peasant community of the Mixteca, member of Centro de Desarrollo Integral Campesino de la Mixteca, winner of the Goldman Prize for their work in environmental restoration and the promotion traditional and agroecological food production aimed as alternatives to migration and increased food sovereignty;
- (2) The indigenous communities of Capulálpam de Méndez (Pueblo Mágico), San José del Progreso, Magdaleina Teitipac, who are at the forefront of efforts to defend their communities and environments from foreign mining projects while promoting sustainable, community led economic and food production initiatives and alternatives to migration.

Environmental Justice and Social Change in Mexico (Chiapas & Oaxaca)

Arriving in San Cristobal/Leaving from Oaxaca

Date	Activity (seminars and field trips)
May 1, 2017, afternoon	Flight Ottawa – Ángel Albino Corzo International Airport, Tuxtla Gutiérrez, Airport pickup and ground transportation to San Cristobal (1h30)
	Community center accommodations – San Cristobal de Las Casas, Chiapas, welcoming introduction and dinner
	Every morning in class seminar and discussion first week
May 2	A.M. Guest speakers: Oliver F. and Gustavo Castro on free trade, mega-development projects and social movements in Mexico P.M. tour of the city with Julio Cesar
May 3	A.M. : in class seminar and discussion on Zapatismo and struggle for indigenous autonomy in Chiapas with Julio Cesar PM: Oliver Froehling and MJM on field research methodologies, including interviewing, (non) participatory observation, oral histories, short video production, participatory action research
May 4	AM: Peter Rosset, guest speaker on food sovereignty, agrarian and energy reforms PM visit and meet with ProMedios members, a community-based grassroots media organization that offers training in radio and video production in indigenous and campesino communities
May 5	Visit of an autonomous zapatista community and discussion with the Junta de Buen Gobierno (Council of Good Governance, JBG) on food sovereignty, collective autonomy and government assistance program
May 6	Visit to Zapatista secundaria, Hospital, meeting with JBG
May 7 (Saturday)	PM/night : return from JBG
May 8 (Sunday)	Day off Meeting at 4 p.m. for debriefing, discussion and recap of the first week, and group dinner around 7h30 p.m.
May 9	Travel to Juchitan, Istmo de Tehuantepec, Oaxaca (6h) Intro to Oaxaca in a geopolitical context and background documents (Oliver) on the Istmo... on the bus Hotel accommodation (2 nights) Night : Optional/independent field trip : Gender relations in the Isthmus, Muxes and social struggles Report back (30 minutes)
May 10	A.M. Field visit with leaders from the TOTOPPO community radio station, resistance against windpower projects (the Kyoto economy) P.M. field visit to a farm located next to the windmill development, in the Isthmus - late evening : travel to beach
May 11	A.M. debriefing and discussion PM : off at the beach

May 12	Leave around 9 a.m. bus drive to Oaxaca City (5h), with a stop at the migrant shelter (focus on Central American migration) for a few hours (lunch on the bus) to homestays
May 13	AM: Surco's office: guest speakers Dr. Benjamin Maldonado: the indigenous movement in Oaxaca. Kiado Cruz, food, alternative media, indigeneity and other (post)colonial identities LUNCH together at cuñado's restaurant PM : City tour of different neighborhoods, with emphasis on socioeconomic differences and institutions
May 14 (Saturday)	AM : off / study You can visit El Pochote market, museums, hierve el agua, rent bikes, Mitla...
May 15	Field visit to Monte Albán, intro to indigenous cosmovision and sacred sites; PM off
May 16	A.M. : Guest speaker at SURCO : Sylvia Hernandez, gender issues, the APPO movement (2006) and its impacts/today. Tequio juridico, and Holly Whorten, on usos y costumbres, cargos y tequios, gender issues
17	A.M. : Oliver: Socio-environmental conflicts and food sovereignty initiatives in Oaxaca PM : independent study/readings/small group field visits
18	Field visit to CEDICAM: indigenous farming as resistance
19	Autonomous study day* and report back in the evening With preparation and intro to Capulálpam de Méndez
20	8h30 : Departure for Capulalpam, with a lunch and a three-day backpack PM : meeting and discussion with municipal authorities/ elders
21	AM : visit to the Sabinos and forests PM : interviews and discussion with members of the communities/eco-tourist/water bottling coop members Evening : temazcal
22	AM : independent study Lunch and debriefing PM return to Oaxaca
23	Visit to Teotitlán del Valle : gender, indigeneity and global tourist commodities: social and environmental implications (Pastora, Vida Nueva - weaving coop and women organization)
24	Final day for independent research and meetings 4 p.m. : Oliver/Jonathan/Marie-Josée: final synthesis, debriefing and evaluation 7h30 p.m. : send off party
25	Taxi to airport : Leaving from Oaxaca City international airport

* Autonomous study days are days where small groups of students (no more than 3) go to meet with different groups, NGOs, or institutions and then present to each other in the afternoon about their visit. We will prepare a list of possible visits, and make the arrangements to meet in advance.

Preliminary List of Readings :

- Martin, P.M. and N. Carvajal (2016). «Femicide as ‘act’ and ‘process’ : a geography of gendered violence in Oaxaca » *Gender, Place & Culture*, 23(7) : 989-1002.
- McMichael, P. (1998). "Global food politics." *Monthly Review* 50(3): 97-112.
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Personal (required) readings

Students are also expected to develop a personal reading list of at least 8 academic sources suited to their research topic as part of the approved Research Proposal. Students are responsible for buying any books and photocopying journal articles or book chapters identified. Students are also responsible for bringing these sources with them to Mexico.

Recommended readings

Additional, optional readings may be provided to support the required and personal reading lists, especially in terms of field research methodology (e.g. interview techniques, focus group discussions, participant observation, cross-cultural communication).

Institutional Partnerships

SURCO is a non-profit organization combining consulting, academic programs and locally-grounded activities with communities. They maintain that knowledge is not only meant to interpret the world, but to change it. Integrating formal education and course work with field research and local activism allows them to provide dynamic and diverse opportunities for program participants, while facilitating connections to the international context, and collaboration with our local projects.

As an active partner in a wide range of local networks that tackle social and environmental justice issues, SURCO focuses on food and water sovereignty, urban conviviality, defense of indigenous territories, and community-based radio and video. For more information, please visit <http://www.surcooaxaca.org/en/front - about> and consult the two C.V. of coordinators, Jonathan Treat and Oliver Frohling.

Professor Massicotte has completed her Ph.D. dissertation on Mexican resistance movements and their transnational participation in civil society networks across the hemisphere. She has therefore regularly travelled to Mexico for field research and developed good contacts with various researchers, organizations, and activists, mostly in Mexico City and Oaxaca. Since 2011, she has maintained good research connections with SURCO's coordinators who are providing valuable advice, analysis and links to facilitate her own research project as well as the design and planning of an intensive field research course for UofO students.

Supervision arrangements

Once each student has confirmed a research topic (in January) the SURCO team will put them in contact with appropriate local professor or mentor(s) able to guide them in refining and implementing their research topic prior to and once they are in Mexico.

All students are expected to obtain primary data by interviewing at least one Mexican, or relevant Mexican-based, respondent. The SURCO supervisors will receive funds to allow them to use their personal vehicles or dedicated project resources to support their student's independent research activities, such as visits to field sites, NGO, government offices, or other relevant destinations (e.g. archives or libraries).

Accommodation and Transport

SURCO provides opportunities for excellent in-family accommodations which enrich the-cultural experience for the participants. In some case, we may be able to have two students in the same family and most of the time, family will provide actual Mexican meals for breakfast and dinner, except during overnight field trips.

SURCO also has a strong network of qualified drivers who can provide a van and safe transportation, as needed, for the participants, to field sites and from and to the airports. For longer trips (San Cristobal to Oaxaca City, we may use the very good interstate bus services, for which the SURCO logistic person will be able to make arrangements). In Oaxaca, the students will generally be able to walk or use public transportation to get to SURCO and other meeting sites.

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

For your information: use as needed

In the case of illnesses, medical certificates are accepted. However, the Faculty who needs additional information concerning a medical certificate or who wants to verify its authenticity must send it to the University of Ottawa Health Services (located at 100 Marie-Curie).

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

Resources for you - <http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>

FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

COUNSELLING SERVICE - <http://sass.uottawa.ca/en/counselling>

There are many reasons to take advantage of the Counselling Service. We offer:

- **Personal counselling**
- **Career counselling**
- **Study skills counselling**

ACCESS SERVICE - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- **in person at the University Centre, Room 339**
- **online at <http://www.sass.uottawa.ca/access/registration/>**
- **by phone at 613-562-5976**

Deadlines for submitting requests for adaptive measures during exams

- **midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)**
- **final exams:**
 - **November 15 for the fall session**
 - **March 15 for the winter session**
 - **Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).**

STUDENT RESOURCES CENTRES - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site on *Student Life and Academic Resources* at the following address:

<http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>

Within that, students should consult the "*Writing and Style Guide for University Papers and Assignments.*"

It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>