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**Field Research Course: Participatory Field Research
on food sovereignty and social justice in Mexico**

SCS 3120/4120 / ECH 4610

Marie-Josée Massicotte
in partnership with
Oliver Fröhling and Jonathan Treat
SURCO, A.C., Oaxaca, Mexico

Summer 2015

COURSE OUTLINE

Professor's office hours: Friday, 10:00 - 11:30 a.m.
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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: To be announced

Tentative dates: April 30th - May 23rd 2015

CONTEXT

Oaxaca is among the most indigenous and resource-rich states in Mexico in terms of fertile land, water, biodiversity and other natural resources, and it counts 16 different ethnic groups. Nonetheless, it is also one of 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 also have been at the center of intense socio-political conflicts, collective action and social organizing by teacher unions, indigenous and peasant communities, and by women, migrant, environmental and youth groups. These civil society forces are fighting for their rights and contesting the current social, political and economic models as well as practicing alternative ways of living, especially in indigenous communities where issues of food production, social reproduction, collective autonomy, and the defence of culture and territory are crucial and inter-related dimensions in the struggle for greater equality and social justice.

Such issues were indeed central in the case of the recent APPO movement (2006) led by the teacher union, with the active participation of numerous women and indigenous participants. Earlier, 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 (Ignacio Chapala and Miguel Altieri, of the University of California, Berkeley being among the most prominent) indigenous, and rural communities, as well as environmental organizations promoting food sovereignty, indigenous autonomy and sustainable development. Hence, the state of Oaxaca is an extremely rich site--along with Mexico City, that is the government, business and academic centre of the country--to study development and governance challenges facing various civil society actors, especially around questions of food, 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 among the safest 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.

OFFICIAL COURSE DESCRIPTION

This 6 credit course analyses food sovereignty and social and environmental justice issues from a political economy and development perspective, with a particular focus on small scale farming, as well as indigenous and peasant resistance movements. Students will explore the intersection of contemporary social and environmental challenges in Mexico, through readings, interactive seminars, 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/or alternative socio-economic model of development.

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, power relations, inequality, democracy, well-being and justice, for instance. Although new technologies have allowed individuals to learn from experiences 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 peoples struggling for their rights in the global south.

This course offers an interdisciplinary perspective on issues of development, governance, globalisation and resistance as they affect various communities and households in Oaxaca and Mexico City. It is a special research seminar including in-class interactive learning and discussions, independent readings and fieldwork research offered at SURCO (Oaxaca City). The course is organized jointly with SURCO coordinators 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).

The seminars will be taught by various specialists from different fields, including geographers, lawyers and agronomists, 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 (agricultural production and distribution, food security, social reproduction, small scale farming, agroecology, natural resource management, climate change, buen vivir, drug and human trafficking...) intersect with socio-political issues (political corruption, ethnic and gender identities, inequality, political economy, autonomy, democracy, governance). Such processes are facing important challenges but also are giving rise to opportunities for collective organizing and action promoting significant sociopolitical transformation and change in Oaxaca, 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. Academic support for each student's research project will come from the UofO professor and a resource person from SURCO's staff who will be paired with the student 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 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 interactive 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, agriculture and socio-environmental issues.
- Challenge their understanding of development, food, justice, autonomy and globalisation processes by interacting directly with their peers and southern academics, activists, and "ordinary citizens" from Mexico, thus refining their interpersonal abilities.
- Develop 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 critical field research in a complex cross-cultural environment, thus getting a taste of independent field research with the support of experienced Canadian and Mexico-based teachers.
- Develop their analytical and argumentative skills, through academic research while also learning to write a good op-ed for newspapers/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”, or 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 UofO 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 UofO professor’s or SURCO own research activities, thereby giving them direct and privileged access to on-going work.

The UofO professor (M.-J. Massicotte) has completed various field research trips in Brazil (since 2005) and in Mexico (since 1997), when she was Ph.D. candidate and spent 13 months in Mexico, based at the Universidad Nacional Autónoma de Mexico (CISAN, UNAM, Mexico City) in 1999-2000. Marie-Josée is fluent in Spanish, and is well versed in the local politics and culture of the country. She has already mentored over 60 students (undergraduate and graduate) in cross-cultural delegations, qualitative and participatory research methods.

The SURCO team for this course is also well versed in cross-cultural communication, qualitative and participatory research, as well as group facilitation (e.g. useful for pre-field preparatory discussions and debriefing after emotionally and intellectually challenging field trips). SURCO coordinators have already organized very successful delegations and academic programs for foreign (mostly US) students, human right activists, journalists and researchers in Oaxaca, 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 for example field trips, hands-on teamwork and video productions within the communities with which they have established partnerships.

ASSESSMENT METHODS (all dates 2015)

	Due	Value
1. Participation	Pre-departure meetings (January – April)	10%
	and 3 weeks in Mexico	10%
2. Project Proposal	Wednesday, April 8	/ 10%
3. Op-eds article, OR book review	Tuesday, May 12, 8 p.m.	/ 20%
4. Autonomous study days and report back to the group	Different days in May, Mexico City & rural Oaxaca	/20%
5. Final Research Project: research paper, oral history, or YouTube video	June 12	/ 30%

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, 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) of contributions, and will include a self-assessment of the learning experience.

Note: special arrangements can be made for students who will be working outside of Ottawa during the winter semester.

2. Project Proposal: (10%, due April 8)

Outline in 3-4 double-spaced pages the research topic you will be investigating while in Mexico, the proposed methods, and key reference materials. Whenever possible, the research proposal should be guided by inputs from your facilitator/supervisor at SURCO, e.g. in order to refine the research question(s) or the selection of appropriate methods. 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
- 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 it useful or how its key findings contribute to your project.

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.

*** I strongly suggest that every student keeps a *daily journal* of their stay in Oaxaca, with ethnographic-style field notes, including for example, date, time, duration, site, climate, feelings during meetings with individuals and organizations. This would be essential for those opting for Oral History, but it could also be extremely useful for many other assignments, and for your own learning and travelling experience.

3. Op-eds article, OR book review (due May 12, 8 p.m., 20%)

- **Option A- Op-Eds:** 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 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 B -Book Review: Submit your choice of book on Mexican politics and socio-environmental issues to the UofO professor. The assignment should be 3-5 pages (900 to 1400 words). Please note that this is a review not a summary, thus there must be a critical component to your paper. For model books reviews and instructions on writing a book review, see the journal *Development and Change*, and the following website: (<http://library.concordia.ca/help/howto/bookreports.html>).

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, accompanied by a SURCO facilitator to learn about an initiative related to your interest. You will be responsible to read and learn about the organization before hand (SURCO will provide you with the relevant documentation), in order to prepare relevant questions for your visit. At the end of the field study trip, you will report back, as a group, to the rest of the program participants. Each student will provide a short written report (max 2-3 pages, 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.

*** 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 Mexico City, 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: (30%, due June 12) * see note above*****

Each student/team will choose between the following 3 options:

- A. Conventional research paper, including at least *one on-site interview*;
- B. Oral history with a member of a Oaxaqueña community (need to be fluent in Spanish);
- C. YouTube video analysing a community experience (need to be fluent in Spanish);

Before departure, each student will read background documents and academic articles related to the main topics of the program, as well as *preparing an annotated bibliography* for the 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 **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:

A 3000-4000 word 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. Papers should include a title page, page numbers and complete and coherent bibliography, as well as a copy of the interview guidelines and questions asked in annex. All citations and bibliographies should be presented in APA style without the use of footnotes or endnotes (cf. <http://www.sass.uottawa.ca/writing/kit/apa.doc>). Make prior arrangements with the professor to submit the final paper (by June 12, at 4 p.m. at the latest). Email is the preferred option (massicot@uOttawa.ca).

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 recognizes the value of people's everyday lives and memories. Yet making good oral histories is extremely 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 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 very tough 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--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.

Option C – 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*.

PLANNING AND ORGANIZATION OF THE COURSE

Preliminary Course Outline and Timeline

Pre-departure (Jan-April 2014)

For the Mexican-based component of the course (April 30 to May 23, 2014) 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 1:30 and 2:30 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	
TBA	<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>
	<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.</p>
February	
TBA	<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, interactive overview of the key historical and socio-cultural actors and processes that have shaped Mexico's political and economic development with a special focus on Oaxaca and Mexico City.</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 (based on the initial feedback from the SURCO team on feasibility and supervisor availability) no later than the last week of February (after reading week). With support from the UofO instructor, students and their SURCO supervisors will then initiate an (email) conversation to develop and refine the proposal during March.
March	
TBA	<p>3. Mexican Restaurant meeting or pot luck: logistics & planning</p> <p>* This meeting (held as a social dinner in a restaurant close to the UofO campus, Tacos de Mauro?) allows students to interact with the instructor and each other in a less formal setting (e.g. for team-building)</p> <p>* 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>
TBA	<p>4. Planning for Field Research and Studying in Mexico</p> <p>* Covers field research tools and 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
	N.B. The SURCO team will liaise with the 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.)
	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).

In Mexico (May 2014)

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, Magdalena 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.

Food Sovereignty and Social Justice in Mexico (Mexico City, D.F. and Oaxaca)

Arriving in Mexico City/Leaving from Oaxaca by bus to the D.F. airport

Date	Activity (seminars and field trips)
April 30	Arrival - Airport Pickup accommodations in hotel
May 1: morning	Tour of Zocalo and Templo Mayor
Afternoon	Go to homestays in Santo Domingo de los Reyes, tour of neighborhood, talk with neighborhood organization
May 2	Guest speakers: Oliver F. and Laura Carlsen on free trade, mega-development projects and social movements in Mexico
May 3	Field trips: Milpa Alta, Chinampa, Xochimilco
May 4	Art and activism; visit to UNAM campus
May 5	Guest speakers on environmental movements and public policy
May 6	Autonomous study*: small group visits to a number of organizations, report back in the afternoon
May 7	Bus drive to Oaxaca - homestays
May 8	Intro to Oaxaca: Oliver and Jonathan City tour of different neighborhoods, with emphasis on socioeconomic differences and institutions.
May 9	Dr. Benjamin Maldonado: the indigenous movement in Oaxaca. Kiado Cruz (food and indigenous activist, SURCO founding member, and government official): Indigeneity and other (post)colonial identities Sylvia Hernandez: the APPO movement of 2006
May 10	Field trips: Ethnobotanical garden, Pochote market, Oaxaca City
May 11	Visit to Monte Albán, and/or museums
May 12	Visit to Capulalpam (over night): mining, community coops and ecotourism
May 13	Capulalpam cont'd
May 14	Oaxaca in a geopolitical context Preparation for Isthmus trip, background documents (Oliver)
May 15	Visit to the Isthmus: focus on Central American migration, visit migrant shelter
May 16	Visit with people from community radio station, resistance against windpower projects (the Kyoto economy)
17	Gender relations in the Isthmus, Muxes and social struggles.
18	Infrastructure projects in the Isthmus Afternoon on the beach; return to Oaxaca in the evening

19	Holly Whorten: Gender and Usos y Costumbres Oliver: Socio-environmental conflicts and food sovereignty initiatives in Oaxaca
20	Visit to CEDICAM: indigenous farming as resistance
21	Autonomous study day* and report back in the evening
22	Visit to Teotitlán del Valle: gender, indigeneity and global tourist commodities: social and environmental implications (Pastora, Vida Nueva - weaving coop and women organization) Oliver/Jonathan/Marie-Josée: final synthesis, send off party
23	Leaving Oaxaca: bus drive to Mexico City 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 :

- McMichael, P. (1998). "Global food politics." *Monthly Review* 50(3): 97-112.
- S!PAZ (2013) DOSSIER : L'insoutenabilité du modèle d'extraction minière. Bulletin Du SIPAZ XVIII, web article, no page DOI: <http://www.sipaz.org/fr/bulletin/116-informe-sipaz-vol-xviii-no-2-mayo-de-2013/464-enfoque-la-insostenibilidad-del-modelo-de-mineria-extractiva.html>
- Walker, David; Paul Jones, John; Roberts, Susan; Frohling, Oliver. 2007. "When Participation Meets Empowerment: The WWF and the Politics of invitation in the Chimalapas, Mexico" *Annals of the Association of American Geographers*, 97(2), 2007, pp. 423-444.
- Bartra, A. (2004). *Rebellious cornfields: towards food and labour self-sufficiency. Mexico in Transition: Neoliberal Globalism, the State, and Civil Society.* . G. Otero. Nova Scotia, Fernwood Publishing: 18-36.
- Appendini, K. (2003). *The Challenges to Rural Mexico in an Open Economy. Mexico's Politics and Society in Transition.* J. S. Tulchin and A. D. Selee. Boulder, Lynne Rienner Publishers: 255-275.
- Alvarado, B. M. (2013) *La communalité chez les peuples originaires (dans un dialogue multiple avec Noam Chomsky).* DIAL: Diffusion de l'information sur l'Amérique latine - Alterinfos América Latina janvier 2013, DIAL 3223
- Boltvinik, J. (1999). *Los excluidos del Progreso.* La Jornada. Mexico City.
- Brecher, Jeremy. *History From Below: How to Uncover and Tell the Story of Your Community, Association, or Union.* New Haven: Advocate Press/Commonwork Pamphlets, 1988.
- Bartis, Peter. *Folklife and Fieldwork: A Layman's Introduction to Field Techniques.* Washington, DC: Library of Congress, 1990.
- O. Frohling, M. Walker, S. Roberts and J.P. Jones III "Neoliberal development through technical assistance: Constructing communities of entrepreneurial subjects in Oaxaca, Mexico", *Geoforum*, 2008, 39(1): 527-542.
- Clapp, J. (2006), "WTO Agriculture Negotiations: implications for the Global South", *Third World Quarterly* 27(4): 563-577.
- Barndt, Deborah (ed.) *Women Working the NAFTA Food Chain* (p. 36-60) Toronto: Second Story Press, 1999.
- Fitting, Elizabeth 2006. *Importing corn, exporting labor: The neoliberal corn regime, GMOs, and the erosion of Mexican biodiversity.*
- Harvey, N. (1998), *The Chiapas Rebellion: The Struggle for Land and Democracy*, Durham and London, Duke University Press.
- Levkoe, Charles Z. 2006. *Learning democracy through food justice movements. Agriculture and Human Values*, 23: 89-98.
- Patel, Raj 2007. *Stuffed and Starved: The Hidden Battle for the World Food System.* Melville House, Publishing, Brooklyn.

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).

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).

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>