

Latin American Politics
POLITSC 4240, Autumn 2015
MWF 10:20–11:15 a.m.
Mendenhall Lab 191

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Office Hours: Tuesdays and Wednesdays 11:30 a.m.–12:30 p.m. or by appointment

COURSE DESCRIPTION

This course serves as an introduction to the politics of Latin America. The course is organized thematically, although the readings will cover a broad swath of countries from Mexico to Brazil to Bolivia to El Salvador. The first half of the course will focus on a historical overview and theoretical debates surrounding many political, economic, and social actors and events in the region. Students will be presented with issues that are of great importance in the political science scholarship of Latin America as well as comparative politics in general. These include theories regarding modernization, democratization, economic development, and inequality. The second half of the course will transition to analyze the quality of democracy and the current problems and developments in the field of political science in Latin America. The readings have been selected to demonstrate the diversity in scholarship and methodological approaches to the study of the region. By the end of the course, students should be able to engage critically, analytically, and thoughtfully with theories in political science and developments in the scholarship of Latin American Politics.

REQUIRED READINGS

1. Smith, Peter H. *Democracy in Latin America: Political Change in Comparative Perspective*, 2nd ed. Cambridge University Press: New York, NY.
2. Selected Articles (Available on Carmen)

ASSIGNMENTS

1. Weekly Discussion Leaders (10%)

Students are required to complete the assigned readings prior to the start of each class. In order to help digest and understand the readings, a major portion of the participation grade for the course will be derived from weekly discussions. Each student will be expected to both attend and participate in these discussions. At the beginning of the course, each student will sign up for **three** weeks in which they will be a discussion leader. In anticipation of the discussion sections, each student will prepare at least

five discussion questions for their assigned weeks. These discussion questions will be due the Sunday before the week in which the student is a discussion leader to the associated Dropbox folder on Carmen. Discussion leaders will then be responsible for guided discussion throughout their assigned week.

2. Research Paper (45%)

Throughout the semester, students will be responsible for researching a major question pertaining to Latin American politics in a country of their choice. This project allows students to pursue their own interests in a research area of their choice and to hone analytic thinking, research, and writing skills. Students will rely upon rigorous research techniques to develop and present an argument. Along with the written and oral components of the project, students will also provide feedback for a randomly assigned peer at the outline stage of the project. More detailed instructions for each component of the project will be posted to Carmen.

All assignments will be due to Carmen by 5 p.m. in the associated Dropbox folder. The final paper must be between 12-15 pages long, double-spaced, with 1-inch margins, Times New Roman 12 pt. font, page numbers, and a bibliography. All papers will be checked for plagiarism using Carmen's Turnitin.com Service (see section below). Plagiarism (including accidental failures to cite properly) will result in a failing grade on the assignment, and will be submitted to the Committee on Academic Misconduct. In order to keep students on track and provide feedback, the paper will be broken down into smaller assignments that will be due throughout the semester. Due dates for each portion of the research assignment and the point values allocated to each part of the project are as follows:

- **September 11th: Research Question (2%)**
- **October 14th: Annotated Bibliography (3%)**
- **November 16th: Paper Outline (5%)**
- **November 23rd: Peer Review (5%)**
- **December 2nd-9th: Presentations (10%)**
- **December 15th: Final Paper Posted to Carmen by 5 p.m.! (20%)**

3. Midterm Exam (20%)

There will be one midterm exam in this class. The exam will be posted on Carmen, and you may take the exam at any point between 12 p.m. on October 14th and 11:59 p.m. on October 16th. You will have one attempt to complete the exam with an allotted time of 90 minutes. Late exams, exams that exceed the allotted time period, or exams that plagiarize material will automatically receive a 0. Be sure to take the exam in a location with a reliable and dependable internet connection such as the Thompson Library. The exam will involve multiple-choice questions, short answers, and an essay question. It will cover material from the readings and lectures.

4. Final Exam (25%)

The final exam will be cumulative, although most of the material will focus on the second half of the course. The exam will be posted on Carmen, and you may take the exam at any point between 12 p.m. on December 9th and 5 p.m. on December 15th. The final exam will follow the same format as the midterm exam.

ACADEMIC INTEGRITY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students are required to upload all written assignments to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism. The following website is a great resource for citation styles and writing in general: <https://owl.english.purdue.edu/owl/>.

LATE AND MAKE-UP POLICY

All assigned readings must be completed at the beginning of that day’s class. **All written assignments must be uploaded to Carmen by the indicated time on the due date.** Assignments submitted 15 minutes late will receive a 5% reduction. An additional 10% will be taken off for each day the assignment is late. Assignments will not be accepted more than one week late.

Make-up exams and extensions will be approved only in the event of a medical or family emergency or a University-sanctioned event. Extensions must be arranged before the assignment is due. You must have documentation of your emergency (for example, a doctor’s note) to be able to take a make-up exam or get an extension. After you provide this documentation, a decision will be made regarding whether and when you may take a make-up exam/get an extension. Similarly, any request for an incomplete must be accompanied by written medical documentation.

GRADE APPEALS

You have three days from when the exam and assignment grades are posted on Carmen to appeal the grade. You must submit a typed, double-spaced statement to the instructor explaining why you are appealing your grade and justify it with evidence from your paper, exam, readings, lectures, and answer keys. After you provide this document, a decision will be made regarding whether your grade will be changed.

ACCOMMODATIONS FOR DISABLED STUDENTS

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Each student is the sole party responsible for his or her own progress in this course. The Family Education Rights and Privacy Act of 1974 (FERPA) is a federal law designed to protect the privacy of a student's educational, financial and health records. Without the appropriate student information releases, student account and academic records cannot be discussed with a parent, guardian, spouse, or other parties. Some students may have opted to sign the FERPA release in order to provide external access to their academic records. The policy in this course is that student academic progress will not be discussed with anyone except for the student, even if a FERPA release is on file. Academic progress includes but is not limited to: grades, attendance, course content, and alternative or make-up assignments. As a university student, you (not your parent/guardian) are solely responsible for completing assignments, clarifying course expectations, and otherwise communicating with the instructor. The exception to this policy is for regularly requested progress reports from established university entities (i.e. Student Athlete Progress Reports).

COURSE SCHEDULE

WEEK 1: COURSE INTRODUCTION: WHY STUDY LATIN AMERICA?

Aug. 26	Introduction to the Course
Aug. 28	Democracy and Latin America
Readings	Smith, P. H. (2011). <i>Democracy in Latin America: Political change in comparative perspective</i> . Oxford University Press New York, 2nd. edition, Introduction: "Dimensions of Democracy" Schmitter, P. C. and Karl, T. L. (1991). What democracy is... and is not. <i>Journal of democracy</i> , 2(3):75–88

WEEK 2: HISTORICAL PERSPECTIVES

Aug. 31	Cycles of Democracy
Sept. 2	Modernization and Dependency Theory
Sept. 4	NO CLASS – APSA ANNUAL CONFERENCE
Readings	Smith, P. H. (2011). <i>Democracy in Latin America: Political change in comparative perspective</i> . Oxford University Press New York, 2nd. edition, Ch. 1: "Cycles of Electoral Democracy" Valenzuela, J. S. and Valenzuela, A. (1978). Modernization and dependency: Alternative perspectives in the study of latin american underdevelopment. <i>Comparative politics</i> , pages 535–557

WEEK 3: AUTHORITARIANISM AND THE SOUTHERN CONE

Sept. 7	NO CLASS – LABOR DAY
Sept. 9	Bureaucratic Authoritarian Regimes
Sept. 11	Case Study: Argentina
	RESEARCH QUESTION DUE

- Readings Smith, P. H. (2011). *Democracy in Latin America: Political change in comparative perspective*. Oxford University Press New York, 2nd. edition, Ch. 3: “The Military: Heading for the Exits?”
- Collier, D. (1979). *The New Authoritarianism in Latin America*, chapter Overview of the Bureaucratic-Authoritarian Model, pages 19–33. Princeton University Press Princeton, NJ
- Navarro, M. (1989). *Power and Popular Protest: Latin American Social Movements*, chapter 7: The Personal is Political: Las Madres de Plaza de Mayo, pages 241–258. University of California Press Berkeley

WEEK 4: TRANSITIONS TO DEMOCRACY: AUTHORITARIAN REGIMES

- Sept. 14 From Authoritarianism to Democracy
- Sept. 16 Changing or Staying the Same?
- Sept. 18 Dilemmas of Democratization
- Readings Smith, P. H. (2011). *Democracy in Latin America: Political change in comparative perspective*. Oxford University Press New York, 2nd. edition, Ch. 2: “Transitions and Continuities”
- Schmitter, P. C. and O’Donnell, G. (1986). *Transitions from authoritarian rule*. Johns Hopkins University Press
- Karl, T. L. (1990). Dilemmas of democratization in latin america. *Comparative politics*, pages 1–21

WEEK 5: TRANSITIONS TO DEMOCRACY: POST-COLD WAR ERA

- Sept. 21 Post-Cold War Transitions
- Sept. 23 Case Study: El Salvador
- Sept. 25 Case Study: Mexico
- Readings Mainwaring, S. and Pérez-Liñán, A. (2005). Latin america democratization since 1978. *The Third Wave of Democratization in Latin America: Advances and Setbacks*, pages 14–62

Wood, E. J. (2001). An insurgent path to democracy popular mobilization, economic interests, and regime transition in south africa and el salvador. *Comparative Political Studies*, 34(8):862–888

Magaloni, B. (2005). The demise of mexico’s one-party dominant regime. *The Third Wave of Democratization in Latin America: Advances and Setbacks*, pages 121–148

WEEK 6: INTERNATIONAL CONTEXTS

Sept. 28 The Role of the U.S.

Sept. 30 The School of the Americas

Oct. 2 Case Study: Cuba

Readings Smith, P. H. (2011). *Democracy in Latin America: Political change in comparative perspective*. Oxford University Press New York, 2nd. edition, Ch. 4 “Global Contexts, International Forces”

Gill, L. (2004). *The School of the Americas: Military Training and Political Violence in the Americas*, chapter Introduction: The Military, Political Violence, and Impunity, pages 1–22. Duke University Press

Schoultz, L. (2010). Benevolent domination: The ideology of us policy toward cuba. *Cuban Studies*, 41(1):1–19

WEEK 7: DEMOCRATIC CONSOLIDATION?

Oct. 5 Where are we now?

Oct. 7 Case Study: Venezuela and Peru

Oct. 9 Movie: The Fall of Fujimori

Readings Smith, P. H. (2011). *Democracy in Latin America: Political change in comparative perspective*. Oxford University Press New York, 2nd. edition, Ch. 8: “State Capacity and Policy Performance” and Ch. 10 “Freedom, Rights, and Illiberal Democracy”

Coppedge, M. (2005). Explaining democratic deterioration in venezuela through nested inference. *The Third Wave of Democratization in Latin America: Advances and Setbacks*, pages 289–318

Tanaka, M. (2005). Peru 1980-2000: Chronicle of a death foretold? determinism, political decisions, and open outcomes. *The Third Wave of Democratization in Latin America: Advances and Setbacks*, pages 261–288

WEEK 8: DEMOCRATIC CONSOLIDATION: PERU

- Oct. 12 Movie: The Fall of Fujimori
- Oct. 14 NO CLASS – MIDTERM EXAM
- ANNOTATED BIBLIOGRAPHY DUE
- Oct. 16 NO CLASS – AUTUMN BREAK

WEEK 9: ECONOMIC LIBERALIZATION

- Oct. 19 Implementing Reforms
- Oct. 21 A Mixed Record
- Oct. 23 Case Study: Argentina
- Readings Weyland, K. (1998). Swallowing the bitter pill sources of popular support for neoliberal reform in latin america. *Comparative Political Studies*, 31(5):539–568
- Weyland, K. (2004). Neoliberalism and democracy in latin america: A mixed record. *Latin American Politics and Society*, 46(1):135–157
- Huber, E. and Solt, F. (2004). Successes and failures of neoliberalism. *Latin American Research Review*, 39(3):150 – 164
- Levitsky, S. (2005). Argentina: Democratic survival amidst economic failure. *The Third Wave of Democratization in Latin America: Advances and Setbacks*, pages 63–89

WEEK 10: SOCIAL INEQUALITY

- Oct. 26 Inequality and Democracy
- Oct. 28 Inequality in Latin America
- Oct. 30 Case Study: Mexico

- Readings Holzner, C. A. (2007). The poverty of democracy: Neoliberal reforms and political participation of the poor in Mexico. *Latin American Politics and Society*, 29(2):87–122
- Kaufman, R. R. (2009). The political effects of inequality in Latin America: Some inconvenient facts. *Comparative Politics*, pages 359–379

WEEK 11: THE LEFT TURN

- Nov. 2 The Left Turn
- Nov. 4 Case Study: Bolivia
- Nov. 6 Case Study: Brazil

Levitsky, Steven, K. R. (2011). Latin America's left turn: A framework for analysis. *The Resurgence of the Latin American Left*, pages 1–30

Madrid, R. (2011). Bolivia: Origins and policies of the movimiento al socialismo. *The resurgence of the Latin American left*, pages 239–259

Hunter, W. (2011). The pt in power. *The Resurgence of the Latin American Left*, pages 306–324

WEEK 12: CLIENTELISM

- Nov. 9 Case Study: Argentina
- Nov. 11 NO CLASS – VETERAN'S DAY
- Nov. 13 Case Study: Mexico

Readings Auyero, J. (2000). The logic of clientelism in Argentina: An ethnographic account. *Latin American research review*, pages 55–81

Holzner, C. A. (2004). The end of clientelism? strong and weak networks in a Mexican squatter movement. *Mobilization: An International Quarterly*, 9(3):223–240

WEEK 13: POLITICAL BEHAVIOR

Nov. 16 Political Culture

PAPER OUTLINE DUE

Nov. 18 Economic Shocks

Nov. 20 Case Study: Chile

Readings Smith, P. H. (2011). *Democracy in Latin America: Political change in comparative perspective*. Oxford University Press New York, 2nd. edition, Ch. 11: “The People’s Verdict”

Córdova, A. and Seligson, M. A. (2010). Economic shocks and democratic vulnerabilities in latin america and the caribbean. *Latin American Politics and Society*, 52(2):1–35

Carlin, R. E. (2011). Distrusting democrats and political participation in new democracies: Lessons from chile. *Political Research Quarterly*, 64(3):668–687

WEEK 14: ETHNIC POLITICS

Nov. 23 Indigenous and Ethnic Minorities

PEER REVIEW DUE

Nov. 25–27 NO CLASS – THANKSGIVING BREAK

Readings Van Cott, D. L. (2007). Latin america’s indigenous peoples. *Journal of Democracy*, 18(4):127–142

Yashar, D. J. (2015). Does race matter in latin america? *Foreign Affairs*, 94(2):33–40

WEEK 15: CONCLUSIONS

Nov. 30 Future of Democracy

Dec. 2 Presentations

Dec. 4 Presentations

- Readings Smith, P. H. (2011). *Democracy in Latin America: Political change in comparative perspective*. Oxford University Press New York, 2nd. edition, Epilogue, “The Future of Democracy”
- Mainwaring, S. and Pérez-Liñán, A. (2015). Cross-currents in latin america. *Journal of Democracy*, 26(1):114–127

WEEK 16: PRESENTATIONS

Dec. 7 Presentations

Dec. 9 Presentations

Final Exam due to Carmen by Tuesday, December 15th at 5 p.m.