

POLS 3270
LATIN AMERICAN GOVERNMENT AND POLITICS
UTAH STATE UNIVERSITY

Instructor:	Laura Gamboa	Time:	T-Th 12:00-1:15
Email:	laura.gamboa@usu.edu	Place:	NFS 202
Office Hours:	T-Th 4:30-6:00 (or by appointment)	Office:	Main 330C.
Teaching Assistant:	Muriel McGregor		
Email:	murielmgregor@gmail.com		
Office Hours:	T-Th 1:30-4:15		

COURSE DESCRIPTION

This course is an introduction to Latin American politics. In it we will cover the region's major political processes since the 1960s. We will discuss the democratic breakdowns that swept the region in the 1960s and 1970s, and the return of democracy in the 1980s and 1990s. We will then examine the challenges that the region faces today. By participating in this course you will become familiar with the major issues in Latin American politics and the main concepts and theories political scientists use to explain political phenomena in the region and elsewhere.

The goals of this course are:

1. Identify the most important issues in Latin American politics today.
2. Identify and compare regimes and processes of regime change in Latin America.
3. Distinguish basic concepts and theories used to analyze Latin American politics.

By participating in this course you will:

1. Enhance your understanding of some of the major political issues facing Latin America today.
2. Develop your ability to think critically and creatively about those issues.
3. Better understand key concepts and theories in comparative politics.

REQUIREMENTS

Readings

All readings will be accessible in Canvas. You are responsible for material covered in the lecture and the reading.

Exams

Over the course of the semester you will have two exams. In each exam, you will have to answer one of two essay questions. These questions will be issue oriented. They will ask you to articulate concepts, theories, and facts learned in class, in a single argument. A good essay should show not only that you understand basic concepts and theories, but also that you are able to use them effectively in your own analysis. You are not expected to do research outside of

what we have read, seen or talked about in class. The essays are meant to give you a chance to practice writing skills and assess your understanding of class material. They will be evaluated on your ability to provide a thoughtful, well-supported analysis.

The first exam (mid-term) will work pretty much like an in-class exam. You will have an hour and a half to answer the question you chose in Canvas. You are free to do the exam in whatever location you chose. I will be in the classroom in case you have questions. This exam will account for 15% of your grade.

The second exam (final) is a take home exam. I will distribute the questions one week before the deadline. The essays must have between 600 and 725 words (2.5-3 pages), and they must be turned in via CANVAS on the day they are due. I will not read early drafts, but I am happy to discuss essay outlines and/or ideas with you during office hours. This exam will account for 15% of your grade

Movie Reports

During the semester we will watch two movies. For each film, you must write a 500-725 words (2-3 pgs) movie report connecting the audiovisual piece with the political science concepts and cases we are discussing in class. I will provide a guideline highlighting some of the points/questions you should think about when you are watching the movies and writing the reports. We will also devote a class to discuss some of these questions. These discussions are meant to help you write your movie report, it is important that you attend them.

I will assign the first movie in lieu of a reading. It will be available to screen at your convenience via [Kanopy](#). The second movie will be screened in class. The movie reports will be due a week after the movie discussion. They will account for 20% of your grade (10% each).

In-Class OAS Debate

During the course we will prepare an in-class simulation of a meeting of the Permanent Council of the Organization of American States. It will work pretty much like a Model Organization of American States (OAS) or a Model United Nations (MUN), but in a smaller scale. We will divide the class into country delegations. Each delegation (2 students aprox.) will represent a country in a fake OAS Permanent Council meeting, addressing a problem that I will design ahead of time. As with a MUN or a MOAS the delegates will represent their assigned country, according to its ideological orientation, foreign and domestic policies. This exercise will not only increase your knowledge about Latin America and the OAS, but it will help you practice writing and oral skills, and allow you to think about Latin American politics from a perspective other than your own.

The final debate will take place in the two last sessions of class. It will follow a modified version of the official MOAS protocol and rules of procedure found at the MOAS website (<http://www.oas.org/en/asg/moas/>). The debate will account for 10% of your grade. In order to get an A in this part of the assignment, each student should participate at least three times, with a substantive contribution.

Before the debate, each delegation should submit a 725 words (3 pgs) Position Paper. This paper should express their country's position on the problems addressed in the meeting. It should provide support for such a position using the OAS Charter, facts and/or precedent. This paper will serve as a guideline for each delegate's opening speech the first day of the meeting.

Good position papers cannot be written from one day to the other. For this reason, I will ask that you turn in two position paper drafts. The first draft will account for 10% of your grade, the second draft will account for 15%. For the first draft we will have an in-class peer-review

workshop. I will provide a guide outlining the most important questions that you, as a reviewer, should answer and, at the end of the class, I will collect both, the draft and the reviewer's guide to grade this activity. The workshop will account for 5% of your grade.

Participation

This is an interactive course. In order to learn, you need to participate in class. This means, first, asking questions. It is VERY important that you ask when you don't understand. In my experience, it is very likely that if you have a question others in the class have similar doubts as well. Therefore, when you ask questions you help yourself and your classmates. Active participation also means contributing and engaging in class discussions, peer-review exercises, and other in-class activities. In order to do that, you need to come to class prepared. You are expected to read the assigned materials before the class.

Participation counts for 10% of your grade. Your participation will be assessed in two ways. Every week, I will prepare two questions about the readings, one for each session, and I will send them out on Sunday. You have to answer each session's question and email it back to me before each class by 10 am. You do not need to send all answers on the first class of the week, just the one for each day. This assignment will account for 5% of your grade. You need to answer correctly 20, of the 25 questions that will be handed out throughout the semester (i.e. you can miss or get wrong two without penalty.) If you answer all twenty, I will count the last two as bonus points that you can use to increase your final grade up to 2.5 pts (out of 100) (1/2 pt for each extra question).

The remaining 5% of the participation grade will account for in-class participation. It will be assessed in terms of your contribution to group discussions, peer-review exercise, and other class-related activities, using a self-assessment participation form.

HONOR CODE

Academic Integrity

You are expected to abide by [USU's Student Code](#). Group study is encouraged but, all class assignments are individual. I expect each one of you to present your own work. Plagiarism or cheating will not be tolerated. Any violation to academic integrity will be punished according to USU's policies.

Civility Policy

Learning requires an open and inclusive environment. Having a diverse group of students with different life experiences, backgrounds and points of view enrich us all. It is important that we engage with one another with respect and sensitivity. This means framing our comments and opinions in a respectful and courteous manner, as well as carefully listening to what others say. For more information see [USU's Student Code](#).

POLICIES

Attendance

Attendance is very important for your learning process. **You are expected to attend and participate in class.** I will take attendance for record keeping purposes, but ultimately, it is **your responsibility** to attend class, let me know if you cannot make it, and catch up in the material, information or announcements you might have missed. For exams and assignments, I will **only** excuse absences outlined as *excused* or *allowable* absences in the [University Catalog \(2016-2017\)](#)

Email

You are welcome to email me with questions and comments. Please allow me 24 hours to respond. During weekends or holidays it might take me a little longer.

Electronic Devices

You can use your laptop and tablet in class to access the readings and/or take notes, but please refrain from using it for any other activity (i.e. Facebook, Twitter, email, messenger etc.). Doing so distracts you and everybody around you (including me!). For that same reason, I will ask you to keep your cellphone inside your backpack during class.

Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444, <https://www.usu.edu/drc/>. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

DEADLINES

Exams

Mid-Term *March 16*
Final *TBD*

Movie Reports

1 *Jan 31*
2 *Feb 23*

In-Class MOAS

Position Paper #1 *March 2*
Peer-Review Workshop *March 14*
Position Paper #2 *April 6*
Final Debate *April 25-27*

GRADING

Exams

Mid-Term *15%*
Final *15%*

Participation

Class Questions *5%*
In-class Participation *5%*

Movie Reports

1 *10%*
2 *10%*

MOAS

Position Paper #1 *10%*
Peer-Review Workshop ... *5%* *Position Paper #2* ... *15%*
Debate *10%*

NOTE: Late assignments will get a deduction of 10 points (out of 100) per day. Unless there is a valid excuse (*See Attendance.*) I will **NOT** receive assignments more than 3 days late.

CLASS SCHEDULE

NOTE: We may discover that we want to spend more/less time on certain topics. I may consider making changes to the class schedule if such a change would benefit most students' learning in this course.

INTRODUCTION

January 10: Introduction and overview of the course

January 12: ISI and Populism

- Kingstone, Peter. 2011. "The Political Economy of Latin America: Reflections on Neoliberalism and Development" New York, NY: Routledge, 2011. Ch 2. pp. 21-44.

DEMOCRATIC BREAKDOWNS AND AUTHORITARIAN REGIMES

January 17: Overview of the Bureaucratic-Authoritarian Model

- Collier, David. "Overview of the Bureaucratic-Authoritarian Model." In *The New Authoritarianism in Latin America*, edited by David Collier. Princeton, NJ: Princeton University Press, 1979. Pgs. 19-32

January 19: Bureaucratic-Authoritarianism in Chile

- "The End of Allende" *The Economist* September 15, 1973.
- "Inside Chile" Letter to the Editor written by Nina Serrano, Haskell Wexler Jacobs, Saul Landau and Elizabeth Farnsworth. *New York Review of Books*. San Francisco, California. March 2, 1972.

January 24: Movie Discussion

- [Machuca](#)
- Esther, John and Andrés Wood. "Chile in the Time of the Generals: An Interview with Andrés Wood" *Cinéaste* 30 (3) p. 67.

January 26: Bureaucratic Authoritarianism in Argentina

- Feitlowitz, Marguerite. *A Lexicon of Terror: Argentina and the Legacies of Torture*. New York: Oxford University Press, 1998. [Chapter 1](#)
- Goodman, Walter "Screen: Argentine Love and Loss" *New York Times*, Nov 8, 1985
- "Death of a 'Dirty War' criminal", *The Economist*, May 23, 2013.

January 31: Patrimonial or Sultanistic Regime in Nicaragua

- Chehabi, H.E. and Juan J. Linz. "A Theory of Sultanism 1: A Type of Nondemocratic Rule." edited by H. E. Chehabi and Juan Linz. Baltimore: Johns Hopkins University Press, 1998. Pgs. 7-23

- Booth, John A. “The Somoza Regime in Nicaragua.” In *Sultanistic Regimes*, edited by H. E. Chehabi and Juan Linz. Baltimore: Johns Hopkins University Press, 1998. Pgs. 132-144

February 2: Competitive Authoritarian Regimes (Single Party Regimes) - Mexico

- Edmonds-Poli, Emily. *Contemporary Mexican Politics*. 2nd ed. Lanham, Md: Rowman & Littlefield Publishers, 2012. Ch. 2 (browse) and 3 (read more carefully). Pgs. 33-77

IN-CLASS MODEL ORGANIZATION OF AMERICAN STATES

February 7: OAS An Introduction

- Cooper, Andrew and Legler, Thomas. 2006. *Intervention without Intervening: The OAS Defense and Promotion of Democracy in the Americas*. New York: Palgrave MacMillan. Pp. 23-44.
- From OAS website:
 - [Who We Are](#)
 - [Our Purpose](#)
 - [Principles](#)
 - [About the General Assembly](#)

TRANSITIONS TO DEMOCRACY

February 9: Pacted Transitions - Chile

- Lagos, Ricardo. *The Southern Tiger: Chile's Fight for a Democratic and Prosperous Future*. 1st ed. New York: Palgrave Macmillan, 2012. Chapter 4 (69-104).

February 14: Movie “No”

February 16: Discussion

- Khazan, Olga. “[4 Things the Movie NO Left Out About Real Life Chile](#)” *The Atlantic*, March 29, 2013.

February 21: Transitions via Institutions - Mexico

- Magaloni, Beatriz. “The Demise of México’s One-Party Dominant Regime.” In *The Third Wave of Democratization in Latin America: Advances and Setbacks*, edited by Frances Hagopian and Scott Mainwaring. New York: Cambridge University Press, 2005. Pgs. 121-146

February 23: Democratization from Below - El Salvador

- Wood, Elisabeth Jean. “An Insurgent Path to Democracy Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador.” *Journal of Comparative Politics* 34, no. 8 (October 1, 2001): 862-888.

February 28: More Guerrilla Warfare - Nicaragua

- Booth, John A. “The Somoza Regime in Nicaragua.” In *Sultanistic Regimes*, edited by H. E. Chehabi and Juan Linz. Baltimore: Johns Hopkins University Press, 1998. Pgs. 144-152.

March 2: Authoritarian Stability in Cuba

- Corrales, Javier. “The Gatekeeper State: Limited Economic Reforms and Regime Survival in Cuba” in Ben Hoffmann and Laurence Whitehead *Debating Cuban Exceptionalism*. New York: Pelgrave MacMillan, 2007. PP. 61-89.

March 6-10: Spring Break

March 14: Peer-Review

March 16: Mid-Term Exam

CHALLENGES TO DEMOCRACY

March 21: Market Reform and Democracy

- Weyland, Kurt. 2004. “Neoliberalism and Democracy in Latin America: A Mixed Record” *Latin American Politics and Society* 46 (1): 135-157.
- Crandall, Russell. 2008. “Washington, the IMF, and Financial Meltdowns in Latin America.” in *The United States and Latin America after the Cold War*. Cambridge: Cambridge University Press, 2008. Pg. 70-85.

March 23: Crisis of Representation

- Mainwaring, Scott, Ana María Bejarano, and Eduardo Pizarro Leongómez. “The Crisis of Democratic Representation in the Andes: An Overview.” In *The Crisis of Democratic Representation in the Andes*. Stanford: Stanford University Press, 2006. Pgs. 1-44 (Selected Pgs.)
- Levitsky, S., & Ziblatt, D. “[Is Donald Trump a Threat to Democracy?](#)” The New York Times. December 16, 2016.

March 28: Neo-populism and the Erosion of Democracy

- Weyland, Kurt. “[Why Latin America is Becoming Less Democratic](#)” *The Atlantic*, July 15, 2013
- Corrales, Javier. [For Latin Americans, Trump’s Outsider Win is a Familiar Story – With a Twist](#), *Americas Quarterly*, November 17, 2016

March 30: Erosion of Democracy-Bolivia

- Farthing, Linda C. 2010. “Bolivia Under Morales: A Work in Progress” *Latin American Perspectives* 37 (3): 107-122.
- Lehouc, Fabrice. 2008. “Bolivia’s Constitutional Breakdown” *Journal of Democracy* 19 (4): 110-124.

April 4: Erosion of Democracy-Venezuela

- Corrales, Javier. 2006. “Hugo Boss”, *Foreign Policy*, Issue 152, pp. 32-40
- Corrales, Javier. 2015. “Autocratic Legalism,” *Journal of Democracy*, 26 (2). pp. 37-50

LATIN AMERICA TODAY: EROSION, TRANSITION, OR CONSOLIDATION?

April 6: Deepening Authoritarianism-Venezuela

- Alarcón, Benigno, Angel E. Alvarez, and Manuel Hidalgo. “Latin America’s New Turbulence: Can Democracy Win in Venezuela?” *Journal of Democracy*, 27 (2), pp. 20-34.
- Popovic, Srdja and William J. Dobson “Venezuela has Just Begun to Fight” *Slate*, December 7, 2016.
- Naím, Moises and Francisco Toro [Venezuela is Falling Apart](#) *The Atlantic*, May 12, 2016.

April 11: Brazil, Unstable Democracy?

- Smith, Amy Erica. “Is the impeachment trial of Brazil’s Dilma Rouseff a coup?”, *Washington Post*, April 20, 2016
- Greenwald, Glen, Andrew Fishman and David Miranda, [Brazil is Engulfed by Ruling Class Corruption –and a Dangerous Subversion of Democracy](#), *The Intercept*, March 18, 2016.

April 13: Police Violence - Brazil

- Caldeira, Teresa PR. 2002. “The Paradox of Police Violence in Democratic Brazil.” *Ethnography*. 3 (3): 335-263.

April 18: Drugs and Violence - Mexico

- Trejo, Guillermo. “[Why does organized crime attack Mexican civil society?](#)”, Trans-Border Freedom of Expression Project, October 12, 2014.
- Osorio, Javier. [When Democratization Produces Drug Violence](#), Political Violence at Glance, February 12, 2013.
- **OPTIONAL** Angel, Arturo [Data Shows Mexico Losing Battle with Organized Crime](#), *InSight Crime*, September 27, 2016.
- Lopez, German “[Where do Mexican drug cartels get their guns? The US.](#)”, *Vox*, January 14, 2016.
- Semple, Kirk [Mexico Grapples With a Surge in Violence](#), *The New York Times*, December 13, 2016

April 20: Drugs and Violence - Colombia

- Thoumi, Francisco. “Illegal Drugs in Colombia: From Illegal Economic Boom to Social Crisis” *Journal of the European Economic Association The ANNALS of the American Academy of Political and Social Science* 582 (1) pp. 102-116
- Gillin, Joel. “Understanding Colombia’s armed conflict: The role of drugs” *Colombia Reports*, January 14, 2015
- “Peace at Last” *The Economist*, June 25, 2016.
- Botero, Sandra [Colombians Divided over Peace Accords](#), *LLILAS Benson*, October 7, 2016.
- [Colombia’s peace deal has taken effect, but the country remains divided](#), *The Economist*, December 10, 2016
- **OPTIONAL** Pardo, Rafael. (2000) “Colombia’s Two-Front War.” *Foreign Affairs* 79 (4), pp. 64-73
- **OPTIONAL** Sontang, Deborah. “[The Secret History of Colombia’s Paramilitaries and the U.S. War on Drugs.](#)”, September 10, 2016

IN-CLASS MODEL ORGANIZATION OF AMERICAN STATES

April 25-27: MOAS Debate
