

PSC 248: CONTEMPORARY POLITICS IN LATIN AMERICA

CONTACT INFORMATION:

Lecture: Tues/Thurs 2:30-3:50pm

Films: Thurs 7:00-9:00pm Kauke 143

Professor: Michele Leiby

Office: Kauke 105

Phone: ext. 1951

Email: mleiby@wooster.edu

Office Hours: TuesThurs 10:00-11:00am

TA: Claire O'Malley

Office Hours: Mon 8-9pm Lowry Pitt

Email: comalley14@wooster.edu

COURSE DESCRIPTION:

In the past 25 years, Latin America has made a remarkable transition from authoritarian to democratic rule and from a state-led economic development strategy to a market-orientated strategy. For some Latin Americans, these political and economic changes have created opportunities to improve their standard of living; for others, however, they have resulted in great social upheaval. This course will study the political, economic and social changes that have taken place in the region since the 1980s. Particular attention will be paid to theories and processes of democratization and economic growth, poverty and social welfare in the region, and citizen demands for inclusion and political representation. Students will leave the class with a greater appreciation of the region and the ability to make informed and reasoned arguments about a wide variety of political and social issues facing contemporary Latin America.

Out of necessity, we will not cover all topics of relevance to contemporary politics in the region. In particular, we will not directly discuss political institutional arrangements, the military and the role of Catholic Church in Latin American politics. This is not to suggest that these are less important topics of analysis and certainly, when choosing your paper topics, you should consider these as perfectly acceptable options.

STUDENT LEARNING OBJECTIVES:

By the end of the semester, in addition to gaining empirical knowledge of the Latin American countries, you should be able to think **critically** and **comparatively** about the major social, political and economic issues facing the region. You will be expected to apply the analytical skills you've learned in class to explain political phenomena or events in a given country.

Learning Objective	Relevant Sessions	Assessments
Learn to develop and evaluate causal arguments about comparative politics - take a position, support it with sound empirical evidence, respond to counterarguments	Pervasive throughout course	Exams Comparative Analysis
Increase empirical knowledge of the peoples, cultures, politics and economics throughout the region	Pervasive throughout course	Show and Tell Exams Comparative Analysis Geography Quiz
Develop public speaking and presentation skills	Feb 11 Mar 27 Apr 22	Show and Tell

REQUIRED TEXT:

All required readings can be found on Woodle or at the links provided below.

HOW TO CONTACT ME:

As noted above, I will be available for office hours 2 hours a week. My availability outside of these hours will be limited, however, if you'd like to request an appointment, please consult the schedule of my general availability (posted on my office door) and then see me at the end of class or call my office number 1-330-287-1951 (on campus ext. 1951) to schedule an appointment. I do not make appointments via email. To respect my time and ensure my availability to meet with other students, please note that any missed office hour appointment (without proper notification) will be reflected in your "Student Professionalism" score.

Please note, the TA is here to help you just as I am. The TA is often just as able as I am to answer questions about assignments, review readings, review paper drafts and help you prepare for exams. You should feel free to reach out to the TA via email or during office hours. Please extend to the TA the same professional courtesy that you do me.

GRADES:

Students will be evaluated through their performance on quizzes and exams, written assignments as well as class participation, presentations and attendance. The breakdown for the grades is as follows:

Exams (2)	30%	A	94 and above
Comparative Analysis	25%	A-	90-93
Geography Quiz	15%	B+	87-89
Student Professionalism	15%	B	83-86
Show and Tell	15%	B-	80-82
		C+	77-79
		C	73-76
		C-	70-72
		D+	67-69
		D	63-66
		F	62 and below

STUDENT PROFESSIONALISM:

Any successful learning experience requires mutual respect on the part of the student and the professor. Neither professor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. To this end, I will make sure to:

- Start and end class on time
- Treat all students with courtesy and respect
- Be open to constructive input from students in the course
- Ensure that opportunities to participate are enjoyed equally by all students in the course
- Notify you promptly of any changes to the course schedule

In turn, I expect all students to conduct themselves in a professional manner. To succeed in this class and earn the full 15 "Professionalism" points, students should:

- Arrive on time to all class sessions and attend all class sessions in their entirety
- Carefully read all assigned readings before coming to class and bring a copy of the readings to class
- Consistently share observations, ask constructive questions, introduce new insights or thoughts that raise class discussion to a superior level of inquiry
- Consistently share observations on current events as they relate to the day's topics
- Contribute to an open and respectful learning environment by not causing disruptions or distractions and treating peers, the TA, and myself with civility and respect
- Refrain from the use of any electronic devices in class (Use of electronic devices during a quiz/exam may result in an automatic 0 for the assignment)
- Take ownership over their educational experience by being aware of classroom and assignment policies as outlined in the syllabus, staying apprised of any changes to the schedule, and seeking guidance in a timely manner from the TA or Professor if they have questions about an assignment

(The Professor and TA are here to help you succeed, but can only do so if we are aware of the need for extra help. Do not hesitate to reach out to us to clarify expectations for an assignment or the course.)

- Be curious!

SHOW AND TELL: This assignment is designed to expose and enrich students' awareness of the diversity of cultures, political systems and societies that can be found throughout Latin America, while simultaneously giving students the opportunity to practice and improve their public speaking and presentation skills. Students will be assigned to groups of 4-5 to coordinate their "show and tell" presentations on **Feb 13**, **Mar 27**, and **Apr 22**, during which they will share at least 4-5 "cultural items" with the class. Presentations should include an appropriate contextual background for each item, including a discussion of its country/region of origin, historical and cultural significance, and relevance to contemporary politics (if applicable). "Cultural items" are defined here very broadly and may include: food/beverages, music, literature, art, clothing, toys, and landmarks. Students are expected to give considerable thought to their item selection and to avoid those items that unnecessarily reinforce negative stereotypes of Latin America (For example, bringing in a traditional sombrero and discussing its use in rural, agricultural communities or in cultural festivals in Mexico may be appropriate. However, bringing in a stylized tourist sombrero or a figurine of a Mexican, sleeping under a sombrero is not appropriate). Students are encouraged to move beyond the commonplace, search for the most interesting items that will challenge all of us to learn something new. If the items tie into the day's discussions, all the better! **Be creative!** The best presentations will show evidence of significant coordination amongst group members to identify themes, commonalities or differences across their items. Students will receive a collective grade (based on Professor & TA's evaluation) for their group's presentation. However, all class members will also be given an opportunity to vote on the best presentation of the day. The group receiving the most votes from their peers will earn a 3% point bonus to their presentation score!

MAP QUIZ: Geography is important. You cannot fully understand Peruvian or Salvadoran politics if you cannot locate these countries on a map and understand their basic geography. On **January 30th** students will be handed a blank outline of Latin American countries (including Mexico, Central and South America) and will be required to label each country and their capital cities.

EXAMS: There will be two essay exams throughout the semester. These exams are designed to reflect the way in which scholars actually conduct research and study Latin American politics. As such, the exams will be take-home and will not require students to memorize minutiae about the region. Rather, these exams will test students' critical thinking and argumentation skills as well as their understanding of major concepts, theories and trends in Latin American politics. Students' answers should be well-formulated, clearly reasoned, and should rely on and cite empirical evidence to support their claims. Answers should be typed and carefully proofread. Exams are due **Feb 25** and **May 6**. Late exams will be docked by one letter grade.

COMPARATIVE ANALYSIS: Students will carry out their own comparative, empirical analysis of one of the major themes discussed in class (see syllabus headings). Students will (1) select a topic/puzzle of interest; (2) *thoroughly* investigate the puzzle, gathering as much empirical data, both qualitative and quantitative as possible; (3) in consultation with the academic literature, discuss theories applicable to this phenomenon; (4) evaluate their viability in light of the empirical evidence. Please do not underestimate the amount of time and effort required for such an analysis. Students are strongly encouraged to work closely with the TA and Professor *throughout the semester* on their projects. To encourage students to make incremental progress on their projects, rough drafts of sections 1-3 will be due on **Jan 23**, **Feb 13**, and **Mar 6**, respectively. Rough drafts will not be graded, however, failure to turn in any section of the paper will result in an automatic 5% point deduction from students' final paper score. The final paper should be 15 double spaced pages and is due **Apr 10**.

MISC. CLASSROOM POLICIES:



AMERICANS WITH DISABILITIES ACT: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

INCOMPLETES: Incomplete grades (I) will be granted only under extraordinary circumstances and only when a small portion of the coursework remains unavoidably unfinished. If an incomplete is necessary, all coursework requirements must be fulfilled according to College guidelines and timeframe.

ACADEMIC HONESTY AND INTEGRITY: *Students are expected to comply with all College policies regarding academic honesty and integrity. Cheating, plagiarism, or academic dishonesty of any kind will not be tolerated, and may result in the student(s) failure in the course/assignment.* Such violations include turning in another person's work as your own, copying from any source without proper citation, crossing the boundary of what is allowed in a group project, submitting an assignment produced for a course to a second course without the explicit authorization of all instructors involved, and lying in connection with your academic work. Whether intentional or not, violations of this policy will not be tolerated.

SCHEDULE

JAN 14 OVERVIEW OF COURSE REQUIREMENTS AND SYLLABUS

PART I: DEMOCRACY IN LATIN AMERICA

JAN 16 HOW DID WE GET HERE? TRANSITIONS TO DEMOCRACY IN LATIN AMERICA

- Hagopian, Francis and Scott Mainwaring, eds. 2005. *The Third Wave of Democratization in Latin America: Advances and Setbacks*. NY: Cambridge University Press. p14-59.

Recommended:

- Pérez-Liñán, Aníbal and Scott Mainwaring. 2013. "Regime Legacies and Levels of Democracy: Evidence from Latin America" *Comparative Politics* (July): 379-397.
- Mainwaring, Scott and Timothy Scully. 2008. "Latin America: Eight Lessons for Governance" *Journal of Democracy* 19(3): 113-127.

JAN 21-23 THE STATE OF DEMOCRACY IN LATIN AMERICA TODAY

- Levine, Daniel and Jose Molina. 2011. *The Quality of Democracy in Latin America* Boulder, CO: Lynne Rienner. Skim p1-20; Read p39-62 (Chile) OR p201-220 (Colombia).
- Howe, Brendan; Popovski, Vesselin and Mark Notaras, eds. 2010. *Democracy in the South: Participation, the State and the People* UN University Press. p20-44 (Venezuela) OR p45-68 (Colombia). <http://consort.library.denison.edu/record=b3849021~S6> E-book.
- ***TOPIC/PUZZLE DUE***

Recommended:

- Hagopian, Francis and Scott Mainwaring, eds. 2005. *The Third Wave of Democratization in Latin America: Advances and Setbacks*. NY: Cambridge University Press. p319-363.
- Hartlyn, Jonathan; McCoy, Jennifer and Thomas M. Mustillo. 2008. "Electoral Governance Matters: Explaining the Quality of Elections in Contemporary Latin America" *Comparative Political Studies* 41(1).
- Our Brand is Crisis (video)

PART II: ECONOMIC DEVELOPMENT IN LATIN AMERICA

FEB 13 MODELS OF MACRO-ECONOMIC GROWTH

- Valenzuela, J. Samuel and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Development" *Comparative Politics* 10(4): 535-557.
- Higginbottom, Andy. 2013. "The Political Economy of Foreign Investment in Latin America" *Latin American Perspectives* 40(3):184-206.
- ***EMPIRICAL DATA DUE***

Recommended:

- Cardoso, Fernando Henrique and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley, CA: University of California Press.

FEB 18 MODELS OF MACRO-ECONOMIC GROWTH (CONT'D)

- Birdsall, Nancy; de la Torre, Augusto; and Felipe Valencia Caicedo. 2010. *The Washington Consensus: Assessing a Damaged Brand* Working Paper No. 211: Center for Global Development. p1-40.
- Corrales, Javier. 2002. "The Politics of Argentina's Meltdown" *World Policy Journal* (Fall): 29-42.
- Edwards, Sebastian. 2010. *Left Behind: Latin America and the False Promise of Populism* Chicago: University of Chicago Press. p143-184. E-book.
- Weyland, Kurt. 1998. "Swallowing the Bitter Pill: Sources of Popular Support for Neoliberal Reform in Latin America" *Comparative Political Studies* 31(5):539-568.
- Video: The Take <http://www.youtube.com/watch?v=dMnUkOB4fIE>

Recommended:

- Weyland, Kurt. 2004. "Neoliberalism and Democracy in Latin America: a Mixed Record" *Latin American Politics and Society* 46(1): 135-157.
- Walton, Michael. 2004. "Neoliberalism in Latin America: Good, Bad, or Incomplete?" *Latin American Research Review* 39(3): 165-183.

FEB 20 MODELS OF MACRO-ECONOMIC GROWTH (CONT'D)

- Birdsall, Nancy and Francis Fukuyama. 2011. "The Post-Washington Consensus: Development after the Crisis" *Foreign Affairs* 90(2): 45-53.
- Moreno-Brid, Juan Carlos. 2010. "Macroeconomic Policies of the New Left: Rhetoric and Reality" in Cameron, Maxwell and Eric Hershberg, eds. *Latin America's Left Turns: Politics, Policies and Trajectories of Change* Boulder: Lynne Rienner. p193-208.

Recommended:

- Murillo, Victoria. 2000. "From Populism to Neoliberalism: Labor Unions and Market Reforms in Latin America" *World Politics* 52(2): 135-174.

FEB 25 TBA

- ***EXAM #1 DUE @ 2:30 PM***

FEB 27 POVERTY AND INEQUALITY

- Reygadas, Luis and Fernando Filgueira. 2010. "Inequality and the Incorporation Crisis: The Left's Social Policy Toolkit" in Cameron, Maxwell and Eric Hershberg, eds. *Latin America's Left Turns: Politics, Policies and Trajectories of Change* Boulder: Lynne Rienner. p171-192.

- Birdsall, Nancy; Lustig, Nora; and Darryl McLeod. 2011. *Declining Inequality in Latin America: Some Economics, Some Politics* Working Paper No. 251: Center for Global Development.
- Moser, Caroline. 2009. *Ordinary Families, Extraordinary Lives: Assets and Poverty Reduction in Guayaquil, 1978-2004* Washington, DC: Brookings Institution Press. pTBA. E-book.
- Video: Brazil in Black and White <https://www.youtube.com/watch?v=g29P3-xj7GQ>

Recommended:

- Video: Housemaids

PART III: (UN)EXCEPTIONAL VIOLENCE IN LATIN AMERICA

MAR 4 OVERVIEW OF VIOLENCE(S) IN LATIN AMERICA

- UNDP. 2013. “Citizen Security with a Human Face: Evidence and Proposals for Latin America” NY: UNDP. p1-19.
- Méndez, Juan E.; O’Donnell, Guillermo; and Paulo Sérgio Pinheiro, eds. 1999. *The (Un)Rule of Law and the Underprivileged in Latin America* University of Notre Dame Press. pTBA.
- Video: Favela Rising http://www.snagfilms.com/films/title/favela_rising OR <http://www.youtube.com/watch?v=vKSuaPxYU0s>

Recommended:

- Bergman, Marcelo. 2009. “Rising Crime in Mexico City and Buenos Aires: the Effects of Changes in Labor Markets and Community Breakdown” in Bergman, Marcelo and Laurence Whitehead, eds. *Criminality, Public Security and the Challenges to Democracy in Latin America* University of Notre Dame Press.
- Cruz, José Miguel. 2011. “Criminal Violence and Democratization in Central America: The Survival of the Violent State” *Latin American Politics and Society* 53(4): 1-33.
- Bailey, John and Lucía Dammert. 2005. *Public Security and Police Reform in the Americas* Pittsburgh: University of Pittsburgh Press.

MAR 6 DRUGS & GANGS

- Schwartz, Mattathais. “A Mission Gone Wrong: Why Are We Still Fighting the Drug War” *The New Yorker* January 6, 2014.
- Osorio, Javier. 2012. “Democratization and Drug Violence in Mexico” paper presented for the workshop of the Program on Order, Conflict and Violence. Yale University. October 2012. p.1-42.
- Wolf, Sonia. 2012. “Mara Salvatrucha: the Most Dangerous Street Gang in the Americas?” *Latin American Politics and Society* 54(1): 65-99.
- *****THEORIES DUE*****

Recommended:

- Gootenberg, Paul. 2012. “Cocaine’s Long March North, 1900-2010” *Latin American Politics and Society* 54(1): 159-190 (historical overview of U.S. cocaine interdiction policy towards Latin America).
- Peceny, Mark and Michael Durnan. 2006. “The FARC’s Best Friend: US Antidrug Policies and the Deepening of Colombia’s Civil War in the 1990s” *Latin American Politics and Society* 48(2).
- Grillo, Ioan. 2011. *El Narco: Inside Mexico’s Criminal Insurgency* Bloomsbury Press.
- Azaola, Elena. 2009. “The Weakness of Public Security Forces in Mexico City” in Bergman, Marcelo and Laurence Whitehead, eds. *Criminality, Public Security and the Challenges to Democracy in Latin America* University of Notre Dame Press.
- Wolf, Sonia. 2013. “Criminal Networks in Mexico and Central America: Dynamics and Responses” *Latin American Politics and Society* 55(3): 161-169.

MAR 8-23 SPRING BREAK!

MAR 25 GENDER-BASED VIOLENCE

- Rondon, M.B. 2003. "From Marianism to Terrorism: the Many Faces of Violence against Women in Latin America" *Archives of Women's Mental Health* 6:157-163.

Recommended:

- Weldon, Laurel and Mala Htun. 2013. "Feminist Mobilization and Progressive Policy Change: Why Governments Take Action to Combat Violence against Women" *Gender and Development* 21(2): 231-247.
- Agüero, Jorge M. 2013. *Causal Estimates of the Intangible Costs of Violence against Women in Latin America and the Caribbean* Inter-American Development Bank.

MAR 27 STUDENT PRESENTATIONS & REVIEW

APR 1 "SANCTIONED" VIOLENCE: POLICE AND PRISONS

- Ungar, Mark and Ana Laura Magaloni. 2009. "Latin America's Prisons: a Crisis of Criminal Policy and Democratic Rule" in Bergman, Marcelo and Laurence Whitehead, eds. *Criminality, Public Security and the Challenges to Democracy in Latin America* Notre, Dame: University of Notre Dame Press. p223-248. E-book.
- Maranhao Costa, Arthur Trindade. 2011. "Police Brutality in Brazil: Authoritarian Legacy or Institutional Weakness?" *Latin American Perspectives* 38(5): 19-32.
- French, Jan Hoffman. 2013. "Rethinking Police Violence in Brazil: Unmasking the Public Secret of Race" *Latin American Politics and Society* 55(4): 161-181.
- *Video: World's Toughest Prisons*, National Geographic Channel
<http://channel.nationalgeographic.com/channel/videos/worlds-toughest-prisons/> OR
<https://www.youtube.com/watch?v=nvu575hiOOc>

PART IV: IDENTITY POLITICS

APR 3 RACE AND ETHNICITY

- Telles, Edward and Liza Steele. 2012. "Pigmentocracy in the Americas: How is Educational Attainment Related to Skin Color" *Americas Barometer Insights* 73.

APR 8 RACE AND ETHNICITY (CONT'D)

- Rice, Roberta and Donna Lee Van Cott. 2006. "The Emergence and Performance of Indigenous Peoples' Parties in South America: a Subnational Statistical Analysis" *Comparative Political Studies* 39(6): 709-732.
- Pallister, Kevin. 2013. "Why No Mayan Party? Indigenous Movements and National Politics in Guatemala" *Latin American Politics and Society* 55(3): 117-138.

APR 10 RACE AND ETHNICITY (CONT'D)

- Kowalczyk, Anna Maria. 2013. "Indigenous Peoples and Modernity: Mapuche Mobilizations in Chile" *Latin American Perspectives* 40(4): 121-135.

Recommended:

- Rahier, Jean Muteba. 2012. *Black Social Movements in Latin America: from Monocultural Mestizaje to Multiculturalism* Palgrave.
- *Video: Crude*
- ***COMPARATIVE ANALYSIS DUE @ 2:30 PM***

APR 15 GENDER AND SEX

- Boesten, Jelke. 2010. *Intersecting Inequalities: Women and Social Policy in Peru, 1990-2000*. Penn State University Press. pTBA.
- Smith, Peter H. 2005. *Democracy in Latin America: Political Change in Comparative Perspective*. Oxford: Oxford University Press. p243-253.

Recommended:

- Kulczycki, Andrzej. 2011. "Abortion in Latin America: Changes in Practice, Growing Conflict and Recent Policy Developments" *Studies in Family Planning* 42(3): 199-220.

APR 17 GENDER AND SEX (CONTD)

- Padilla, Beatriz. 2004. "Grassroots Participation and Feminist Gender Identities: a Case Study of Women from the Popular Sector of Metropolitan Lima, Peru" *Journal of International Women's Studies* 6(1): 93-113.

Recommended:

- Craske, Nikki. 1999. *Women and Politics in Latin America* New Brunswick, NJ: Rutgers University Press.
- Molyneux, Maxine and Marilyn Thomson. 2011. "Cash Transfers, Gender Equity and Women's Empowerment in Peru, Ecuador and Bolivia" *Gender and Development* 19(2):195-212.

APR 22 STUDENT PRESENTATIONS & REVIEW

- *Performance: Women of Ciudad Juarez*

APR 24-29 SEXUALITY

- Corrales, Javier and Mario Pecheny, eds. 2010. *The Politics of Sexuality in Latin America: A Reader on Lesbian, Gay, Bisexual and Transgender Rights* Pittsburgh: University of Pittsburgh Press. pTBA.
- *Video: 108 Cuchillo de Palo* <http://www.youtube.com/watch?v=JCu0wjwNIw4>

Recommended:

- Friedman, Elisabeth Jay. 2012. "Constructing 'The Same Rights with the Same Names': the Impact of Spanish Norm Diffusion on Marriage Equality in Argentina" *Latin American Politics and Society* 54(4): 29-59.

MAY 1 END OF THE SEMESTER CELEBRATION!

MAY 6 *EXAM #2 DUE @ 2 PM*****

NOTE: This syllabus is a living document and may be altered if the need arises. If so, you will be promptly notified in class. However, if you miss class during the announcement, you are responsible for any problems resulting in your lack of knowledge of the class schedule change.