

San José State University
Department of Political Science
Pols 146: Latin American Politics, Fall 2016

Course and Contact Information

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Office Hours:	TTR 10:30-noon, and by appointment
Class Days/Time:	TTR 10:30-11:45 AM
Classroom:	BBC 326

Course Description

Latin American nations are endowed with enormous natural wealth. Yet, at the same time, they suffer from persistent poverty, income inequality, and low levels of political development. They have endured colonialism, authoritarianism, and a variety of projects for economic development. Events in the region continue to raise questions about the effect of political institutions like democracy, presidentialism, and political parties; the role of the state in economic development; and how we think about democracy and its benefits.

This class is an introduction to the politics of Latin America. It is framed around the region's struggle for political order and economic development. Part One is a historic overview of Colonial political and economic institutions, the nineteenth-century liberal order, and the political mobilization of disenfranchised sectors that accompanied industrialization efforts during the twentieth century. Part Two analyzes the region's experience with autocracy and democracy, and the challenges that democratic governments face in the region. Part Three adopts an institutional view to further our knowledge of how Latin American democratic systems have worked in the recent past, starting from an analysis of the varied ways in which democratic regimes were eventually rebuilt. We will then look into the main features of presidential regimes, electoral laws, and party systems throughout the region in order to account for differences in the inner workings of Latin American democracies.

No survey of Latin America can claim to cover the ample diversity of historical experiences and contemporary political systems that coexist throughout the region. In order to impose some structure on the vast amount of information potentially available to the student of Latin American politics, we will focus mainly on the political development of Argentina, Brazil, and Mexico. However, we will devote time to the analysis of circumscribed historical episodes in other countries. These episodes shed broader light upon political phenomena of paramount importance throughout the region, such as revolution, democratic breakdown, the rise of neoliberalism and the recent re-appearance of a populist left. Hence, our survey will touch upon the 1973 military coup in Chile, the success of revolutionary movements in Cuba and Nicaragua, the turmoil of widespread guerrilla activity in Colombia and Peru, and the recent re-appearance of a populist left in Venezuela and other countries.

Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.
- 4) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 5) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

GE Learning Outcomes

At the end of the semester, students should be able to:

- Understand the main social, political, and economic features of colonial societies and identify their legacies in contemporary Latin American societies.
- Identify the competing theories that have been used to explain autocracy and democracy in Latin America.

- Define the main development strategies of Latin American countries, and relate them to the prevailing domestic and international political conditions in the region.
- Explain the links between democracy and globalization in Latin America.
- Identify different democratic political institutions (i.e. political parties, the judiciary, the military, and electoral institutions), and understand the challenges that they pose to the prospects for democratic consolidation in the region.
- Identify cultural, economic and political similarities and differences across Latin American countries.
- Make use of Latin American data sources in studying Latin America.

Course Workload Expectations: Succeeding in a Four-Unit Course

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Because this is a **four-unit course**, you can expect to spend a minimum of nine hours per week, in addition to time spent in class, on scheduled tutorials, assignments, or activities. This additional unit will allow for more in-depth investigation and engagement with course topics. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Policy on Technology in the Classroom

1. This classroom is a tech-free zone. Laptops are not permitted unless you have an accommodation from AEC. If you want to refer to assigned readings during class discussions, bring hard copies of articles to class or notes that you've taken on assigned readings.
2. Students should not use text or use cell phones in class. Violations of this rule will result in a deduction in your participation grade for each observed incident.

Reading Material

The following books are required for this course.

1. Chasteen John Charles. 2010. *Born in Blood and Fire: A Concise History of Latin America*. 3rd edition. New York: W.W. Norton & Company. (BBF)
2. Michael Reid, *Forgotten Continent. The Battle for Latin America's Soul*, Yale University Press, 2007 (FC).

Additional readings will be available on Canvas. Three films are also required for the course. They will be screened at dates and times to be announced.

During the course of the class, students are strongly encouraged to read the online version of the *Latin American Weekly Reports* as a way to supplement the readings with knowledge of current events in the region.

Course Requirements

Grades in the course will be based on the following items:

- **Two midterm exams (25% each).**
The two closed-book, in-class midterm exams will take place on **October 6 and November 10**. They will cover material from the readings, lectures, and class discussions. The exam will consist of a series of short identification questions, followed by one essay question. **No make-up exams** will be given, please plan accordingly.
- **Final exam (30%)**
The final exam will be cumulative. It will take place on **December 15 (BBC 326)**. The format of the final exam will be discussed in class. No exceptions.
- **Two short papers (10% each)**
The topics for these short (4-5 pages) papers will be handed out in class. (Due October 18 and December 1). You will have a choice of responding to one of two paper questions and you will be asked to build an argument using the readings and lecture material. You will have two weeks to complete each paper. Once a graded paper is returned to you, you may choose to revise it within one week. I will then average the original and revised grade.
- **Discussion questions (5%)**
In order to ensure that students give adequate thought to the readings and to stimulate class discussion, students will be required to post discussion questions on the readings on the blackboard website. To receive full credit for this assignment, you must post one question on to Canvas in at least five of the seven discussion forums. Questions should include a summarization or direct quotation of one of the main arguments from at least one of the assigned readings. I will select a few of these questions to serve as the basis for class discussion. You may still receive full credit even if your question is not addressed in class. Questions are due by 9:00am on discussion days (denoted as such on the course calendar). You will only receive credit for one question per discussion day, although you may post as many questions as you like. Late postings will not be given credit. Since you are allowed to miss two postings without penalty, there will be no makeup opportunities for this assignment, even in the case of illness or travel.

- **Participation (5%).**

Your participation in class discussions is expected. Students are required to read all of the assigned readings and be prepared to speak about the main arguments/points in the readings. A significant portion of your grade will be based on your participation in class discussions and demonstrated familiarity with the readings. You should feel free to express your opinions and make comments during class discussions, but students who score highly in this realm are able to effectively reference information presented in the readings. If you come to class every day but never participate in class discussions, you will receive a “C” for your participation grade.

Political Science Departmental Writing Policy

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions. A tutorial on citations is available at the library website at http://www.sjlibrary.org/services/literacy/info_comp/citing.htm. For assistance with writing, please see me or visit the SJSU Writing Center located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

Policy on Submitting Written Work in this Course

I expect my students to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this.

Late Paper Policy

Hard copies of all papers are to be turned in to me personally on the announced due date during the first 10 minutes of class. Any paper turned in after this period expires will be considered one day late. I will deduct one letter grade for each day that the paper is late. **No exceptions.**

Grading and Written Work Policies

A+ = 97-100%; A = 93-96.9%; A- = 90-92.9%
B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%
C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%
D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%
F = 59.99% or lower

University Policies

Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.**”

You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus information web page at <http://www.sjsu.edu/gup/syllabusinfo>

Disclaimer

All information in this syllabus may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Course Schedule

August 25

Introduction

August 30

Reid, FC, Chapter 1: “The Forgotten Continent”.

Reid, FC, Chapter 2: “The Latin American Conundrum”.

September 1

Chasteen, BBF, Introduction

Chasteen, BBF, Chapter 1: “Encounter”.

Chasteen, BBF, Chapter 2: “Colonial Crucible”.

September 6

Stanley L. Engerman and Kenneth L. Sokoloff, “Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies”, in Stephen Haber (ed.), *How Latin America Fell Behind: Essays on the Economic Histories of Brazil and Mexico*, Stanford UP, 1997, 260-304; reprinted in *Economía*, Fall 2002 (Telesis).

September 8

Chasteen, BBF, Chapter 3: “Independence”.

John Coatsworth, “Obstacles to Economic Growth in Nineteenth-Century Mexico,” *American Historical Review*, 83 (1), 1978 (Jstor).

September 13

Robert H. Dix, "Cleavage Structures and Party Systems in Latin America", *Comparative Politics*, 22 (1), October 1989, pp. 23-27 (Jstor).

Chasteen, BBF, Chapter 4: "Postcolonial Blues".

September 15

Chasteen, BBF, Chapter 5: "Progress".

Chasteen, BBF, Chapter 6: "Neocolonialism".

September 20

Chasteen, BBF, Chapter 7: "Nationalism".

September 22

Albert Hirschman, "The Political Economy of Import Substituting Industrialization in Latin America", *Quarterly Journal of Economics* 84, February 1968 (Jstor).

Reid, FC, Chapter 3: "The Seed of Democracy in the Land of the Caudillo". Breakdown of Democracy and Military Rule.

September 27

Chasteen, BBF, Chapter 8: "Revolution".

Reid, FC, Chapter 4: "Cold War and Revolution: The United States and the Left Reject Democracy".

September 29

Chasteen, BBF, Chapter 9: "Reaction".

Reid, FC, Chapter 4: "Failed Reformers, Debt-Ridden Dictators: The Right Resists Democracy".

October 4

Optional Review Session

October 6

Midterm Exam

October 11

Karen L. Remmer, "Neopatrimonialism: The Politics of Military Rule in Chile, 1973-1987", *Comparative Politics*, 21 (2), 1989, pp. 149-170 (Jstor).

James Mahoney, "Radical, Reformist and Aborted Liberalism: Origins of National Regimes in Central America", *Journal of Latin American Studies*, 33 (2), May 2001, pp. 221-256, (Jstor).

October 13

FILM: *Missing* (1982).

October 18

Anthony J. Gill, "Rendering unto Caesar? Religious Competition and Catholic Political Strategy in Latin America, 1962-79", *American Journal of Political Science*, 38 (2), May 1994, 403-425 (Jstor).

Guillermo Trejo, "Religious Competition and Ethnic Mobilization in Latin America: Why the Catholic Church Promotes Indigenous Movements in Mexico", *American Political Science Review*, 2009, 103 (3):323-343 (Jstor).

Paper 1 Due October 18

October 20

Brian Loveman, "'Protected Democracies' and Military Guardianship: Political Transitions in Latin America 1978-1993", *Journal of Interamerican Studies and World Affairs* 36 (2), Summer 1994 (Jstor).

Wendy Hunter, "Continuity or Change? Civil-Military Relations in Democratic Argentina, Chile, and Peru," *Political Science Quarterly* 112 (3), Fall 1997, pp. 453-475 (Jstor).

October 25

Chasteen, BBF, Chapter 10: "Neoliberalism".

Reid, FC, Chapter 6: "The Rise and Fall of the Washington Consensus".

Leslie Armijo, "Mass Democracy: The Real Reason That Brazil Ended Inflation?", *World Development* 33 (12), 2005, pp. 2013-2027 (Telesis).

October 27

Susan C. Stokes, "What Do Policy Switches Tell Us About Democracy?", in Adam Przeworski, Susan C. Stokes, and Bernard Manin, eds., *Democracy, Accountability, and Representation*, Cambridge University Press, 1999 (Telesis).

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

November 1

Evelyn Huber and Frederick Solt, "Successes and Failures of Neoliberalism", *Latin American Research Review* 39 (3), 2004 (Jstor).

Michael Walton, "Neoliberalism in Latin America: Good, Bad, or Incomplete?", *Latin American Research Review* 39 (3), 2004 (Jstor).

November 3

Arturo Valenzuela, "Latin American Presidencies Interrupted", *Journal of Democracy* 15 (4), October 2004 (Project Muse).

Scott Mainwaring, "Presidentialism, Multipartyism, and Democracy: The Difficult Combination", *Comparative Political Studies*, 26 (2), July 1993 (Sage-CPS).

November 8

Optional Review Midterm Exam

November 10

Midterm Exam 2

November 15

Tulia G. Falleti, “A Sequential Theory of Decentralization: Latin American Cases in Comparative Perspective”, *American Political Science Review*, 2005, 99 (3):327– 346 (Jstor).

November 17

Michael Coppedge, “The Dynamic Diversity of Latin American Party Systems”, *Party Politics*, 4 (October 1998) (Sage-PPQ).

November 22

FILM: *City of God*. (2002)

November 24

Happy Thanksgiving. No Class!

November 29

Gary Cox and Scott Morgenstern, “Latin America’s reactive assemblies and proactive presidents”, *Comparative Politics*, 33 (2), 2001 (Jstor).

December 1

Javier Auyero, “The Logic of Clientelism in Argentina: An Ethnographic Account”, *Latin American Research Review*, 35(3):5581, 2000 (Jstor).

Paper 2 Due December 1

December 6

Hector Schamis, “Populism, Socialism, and Democratic Institutions”, *Journal of Democracy* 17 (4), October 2006 (Project Muse).

Reid, FC, Chapter 7: “The Populist Challenge”.

Reid, FC, Chapter 8: “The Reformist Response”.

December 8

Review Session. Last Day of Classes!

December 15 (9:45am-12:00pm)

Final Exam.

Location BBC 326.