

**POLITICAL SCIENCE 323:
POLITICAL SYSTEMS OF LATIN AMERICA**
Spring Semester 2012

Course Information	Instructor Information
<p><i>Course Number</i> POLS 323-900</p> <p><i>Meeting Times</i> MWF 12:40 - 13:30</p> <p><i>Location</i> MILS 214</p> <p><i>Course Web site:</i> http://elzocalo4spring2012.wordpress.com/</p>	<p>Rhonda Struminger, Ed.M.</p> <p><i>Office Hours</i> Mondays 14:00 – 15:30 Wednesdays 10:30 – 12:00 Or by appointment</p> <p><i>Office Hours Location:</i> 203A Butler Hall</p> <p><i>Office:</i> Allen 2112 (Second Floor) <i>Phone:</i> 979-450-8484 <i>E-mail:</i> rstruminger@politics.tamu.edu</p> <p><i>Webpage:</i> http://www-polisci.tamu.edu/faculty/struminger/</p>

Course Description

This course provides an introduction to the political systems of the 20 countries commonly referred to as Latin America.¹ We will learn about the historical and political foundations of “Latin America” – exploring the characteristics that make this a region. We will also discuss the wide diversity of the countries in the region and their different approaches to social, economic, and political change. Questions related to who governs, how individuals and groups (e.g., military, women, indigenous, business) are represented in the political process, transitions to democracy, and democratic consolidation will be addressed. We will also study the effect of different kinds of political institutions on democratic governability and representation, and the critical issues and current challenges that affect the quality of democracy in Latin America today, especially recurrent economic crisis, corruption, populism, and popular protest.

This is a writing intensive or “W” course. It will therefore provide some writing instruction and exposure to the type of writing that is common in the political science discipline. 50% of your final grade will be based on various writing assignments, including an 8-10 page research paper on some aspect of the political systems in two or more countries of your choice. You will turn in a draft of your paper for ungraded feedback so that you have an opportunity to revise and improve your writing before submitting the final version for a grade. You will also submit three essays – two that summarize and respond to assigned readings and one that discusses a film we will see in class. These essays provide opportunities for writing practice, and feedback, with the goal of improving your writing over the course of the semester. In addition, the required weekly blogs are graded for grammar as well as content. For more details about “W” courses, go to: <http://writingcenter.tamu.edu/>.

¹ Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, The Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela

The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are recommended but not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at <http://writingcenter.tamu.edu>, or stop by in person.

Learning Outcomes

Social and Behavior Sciences

By the end of this course, students should be able to:

- (1) Define, understand, and use concepts and terms relevant to the study of Latin American politics
- (2) Apply a body of factual knowledge to explain the role of government across Latin American societies
- (3) Apply a body of factual and theory-based knowledge to critique and analyze the effects of historical, political, economic, and global forces on the politics of Latin American countries
- (4) Recognize and formulate testable hypotheses relevant to the study of Latin American politics

International and Cultural Diversity

By the end of this course, students should be able to:

- (1) Apply a body of factual knowledge about the history, society, politics, and economics of Latin American countries to facilitate understanding of the diversity of human cultures
- (2) Analyze alternative explanations for differences among governmental institutions in the national political systems of Latin America
- (3) Apply alternative explanations for different types and levels of political participation (including, but not limited to, voting, taking part in demonstrations or rebellion) in different Latin American countries

Writing

Students can expect to improve proficiency in forms of writing commonly associated with and essential to political science.

Course Prerequisites

The only prerequisite for this course is POLS 206 or approval of the department head.

Required Books and Readings

- Close, David. 2009. *Latin American Politics: An Introduction*. Toronto: University of Toronto Press.
- Isbester, Katherine, ed. 2011. *The Paradox of Democracy in Latin America: Ten Country Studies of Division and Resilience*. Toronto: University of Toronto Press.
- Harvey, Michael. 2003. *The Nuts and Bolts of College Writing*. Indianapolis, IN: Hackett Publishing.
- Additional readings will be available via e-reserve at the library.

Course Policies

Attendance

See University rule #7 at <http://student-rules.tamu.edu/rule07> regarding attendance, approved absences, etc. Attendance will not be taken. You are expected to attend class and are solely responsible for material covered. When slides are used for lectures they will be made available on the course blog site, but they are not comprehensive and should not be considered substitutes for coming to class. If you do miss class, I encourage you to take advantage of office hours or to make an appointment.

Show up on time. Don't leave early. We only have 50 minutes together each session so let's use all of it for learning. If your phone is heard by the class you are responsible for completing one of two options:

1. Before the end of the class period, you will sing a verse and chorus of any song of your choice. (If there are multiple individuals in violation, duets will be accepted.); or
2. You will lead the next class period through a 5-minute discussion on a topic to be determined by the end of the class.

Student rules regarding academics may be found at <http://student-rules.tamu.edu>.

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism defeats the whole purpose of a "W" course. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., that belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. While plagiarism may indicate dishonesty, plagiarism may also reflect incomplete or poor knowledge of citation and documentation standards. Inexperienced writers may be unsure of the difference between direct quotes, paraphrases, and summaries. If you are not certain, take advantage of the Writing Center's resources.

You should also be aware that academic dishonesty involves acts other than plagiarism. If you have any questions regarding academic dishonesty, please consult the Aggie Honor System Office website at <http://aggiehonor.tamu.edu>.

Grades

NOTE: Late Work, without a University excuse, will be penalized 3 points for each calendar day it is not submitted. This applies to Reading Reviews, the Preliminary Research Report, as well as the final Research Paper; late blogs will receive zero credit.

Writing Assignments (50%)

- Feb 3: Research Paper Topic Proposal (not graded but required)²
- Feb 10: Reading Review #1 (1-2 pages) 10%

² Required Assignments that are not graded must be submitted as stipulated in this syllabus or points equivalent to half a letter grade will be deducted from your final research paper.

- February 20: Preliminary Research Report (1 page) 5%
- March 7: Reading Review #2 (1-2 pages) 10%
- March 19: Film Review (1-2 pages) 10%
- April 2: Draft of Research Report (not graded but required)²
- May 7: Research Paper (8-10 pages) 15%

Exams (30%)

- Feb 24: Exam 1 15%
- April 16: Exam 2 15%

Weekly Blogs (15%)

Class Presentation (5%)

- April 18 – May 1

Grades will be assigned based on final averages as follows: A = 89.5 – 100; B = 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4 – 59.5; F = below 59.4

Command of course material and conduct of research is the most important determinant of your grade on course assignments. However, this is a “W” course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Therefore, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

NOTE: Failure to earn a passing average grade on the writing requirements precludes the assignment of “W” credit, irrespective of the student’s making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive “W” credit for this course without earning a passing grade on the writing component.

Feedback

Most assignments will be turned in via email and feedback will be given electronically. Papers will be graded with changes tracked in Microsoft Word and I will return assignments to your preferred email address. If you have any issues with this policy let me know as soon as possible so that other arrangements can be made.

Grade Disputes

I encourage students to review all assignments and exams once they are returned. Before disputing a grade, please wait 24 hours after receiving your feedback, but no more than 7 days from the date when the assignment is returned in class (whether or not the student is there to receive it, except in the case of a University-excused absence). Specific reasons why you think the grade is unfair should be articulated in a memo e-mailed to me *before* coming to office hours or scheduling an appointment. After discussion, if a student still feels that they have been graded unfairly, I will consider a request for a re-grade.

Assignments

*Online Discussions*³

Each student will choose two of the assigned readings the first week of class for which they are required to generate one **post** of no more than 150 words (~ four sentences). Posts should be posted no less than two days before the reading is due as stipulated below.

Students not posting about an assigned reading are required to generate one **comment** of no more than 150 words (~ four sentences) in response to one of the posts each week before the reading is to be discussed in class. Everyone is therefore responsible for one blog comment or post each week. Come to class prepared to discuss the readings as well as the posts and comments. However, due to time constraints, not all readings will be discussed in class so use the blog accordingly – multiple comments are encouraged.

- Monday readings: Posts due by Saturday at noon, comments by Sunday at noon
- Wednesday readings: Posts due by Monday at noon, comments by Tuesday at noon
- Friday readings: Posts due by Wednesday at noon, comments by Thursday at noon

Write what you find interesting, surprising, or strange, and why. The post should (1) spark debate about the reading (i.e., raise questions, express different points-of-view), (2) provide information relevant to the week's topic (i.e., a recent article refuting a claim made in one of the readings, a current event that is relevant to the week's topic, etc) or, when appropriate, (3) respond to one of the questions Close poses at the end of each chapter. Posts and comments that are thoughtful and engaging, and that are written well, will get ten points (5 points for content and up to 5 points for style and grammar).⁴ No post or comment will earn the student a 0. Students will receive emails from me if your posts and comments do not consistently score above a 7.

Reading and Film Review Essays

You will write three short review essays (approximately 2 double-spaced pages each) that give an accurate summary of two readings and the film, "Cocoaloca," as well as your own reasoned response to the author/filmmaker's argument and evidence. You will choose the readings that you will review from the required and recommended assignments (*excluding chapters from the Close and Isbester books*), and you may submit your essay at any point prior to the due date. The review essays are designed to accomplish several goals. First, they will foster serious contemplation of the course materials. Second, they provide writing practice and opportunities for early feedback so that you can improve your writing over the course of the semester, and finally, the reading reviews will encourage you to carefully examine how political scientists write.⁵ You should feel free to use online and in-class reading discussions as a starting point for these essays, *but you will need to expound upon (and cite)* any ideas generated from the posts or class discussion. Do not copy the abstract of the article in its entirety – you must use your own words to get credit for this assignment. See tips on writing reviews and critiques and on how to summarize from the University Writing Center.

³ Each student will need to be added to the blog and only class participants will have access.

⁴ Strong posts will show a mastery of the material and inspire class discussion. If you disagree with another student's post, you will need to *persuasively* and *respectfully* explain your counter-position.

⁵ A rubric will be provided so you will see the grading criteria.

Research Paper

Each student must write an original 8-10 page research paper on a topic of their own choosing that compares some aspect of the political systems in at least two Latin American countries. You will need to email me the topic and countries that you wish to examine in your paper by **Friday, February 3** for my approval. If I do not approve your initial topic and/or require modifications you need to submit a "revised" topic proposal within one week. **Failure to submit a proposal within these guidelines will result in a five-point deduction on your research paper grade.** You may not change paper topics/countries without my approval.

The paper should explain something about the countries you select. This explanation will consist of three parts: the introduction, which clearly lays out your topic, hypothesis, and your findings; the body, which should include a statement of your argument along with the evidence that supports your explanation; and the conclusion, which summarizes what you have written. In the introduction, you tell the reader what you plan to explain, how you plan to explain it, and what your research shows. It is a good idea to rewrite the introduction after you have finished your first draft of the whole paper because you will understand what the paper is about better at that point than when you began to write.

The main part of the paper is the proof section. It consists of the presentation of facts or evidence and the reasoning from the facts or evidence to the outcome you want to explain. It is very important **to explain the mechanisms that connect causes to effects**, that is, to explain WHY the cause leads to the outcome. Unsupported opinions do not belong in academic papers.

When you make factual or causal assertions, you should cite the source from which you learned the fact or got the idea (if it did not originate in your own mind). It is plagiarism to use several consecutive words from a source without putting them into quotation marks or to use someone else's ideas without citing him or her. We will go over proper citation in class. You must cite any and all material that you use in your paper (including course readings) following the format used in the American Political Science Review.⁶ At the end of the paper, you should list in alphabetical order (by author's last name) the references you have cited in the text and only those references.

Do not conclude inconclusively. Restate your main points in the conclusion. If you wish to speculate about future events, the conclusion is the place to do it. Subtitles are recommended throughout the paper to help organize and outline your research.

This is a research paper. That means that you are expected to have learned something about the subject you are writing about from sources other than lectures and texts assigned for this class (though you may also use lectures and assigned reading). Your paper must use **at least five additional scholarly sources**. This means **academic** books and articles. You may use the Internet for information, but it cannot be your only source of information. (Note that some academic sources can be accessed electronically through "fulltext" databases. Just because they are electronic doesn't make them non-academic. If you have questions, ask!)

⁶ The 2006 *APSA Style Manual for Political Science* can be downloaded from www.ipsonet.org/data/files/APSAStyleManual2006.pdf

Encyclopedias and almanacs may be used for background information but they should not be the primary sources.⁷

Proofread your papers. I will email comments on the drafts, but I also encourage you to visit my office hours or schedule an appointment to discuss your research and writing in progress. Note that students are required to submit **complete drafts** of their research paper. They are expected to incorporate feedback on their writing style and essay structure into their final submissions. *Although I will not grade these drafts, a student will receive a zero on the final assignment if a draft that has my comments has not been printed, signed, and submitted to me before Friday, May 4.*

Preliminary Research Report

You are required to submit a preliminary research report for your term paper, which must include a preliminary bibliography with **at least** 5 scholarly sources. This report should be 1-2 pages long and should address the following:

- Identify the topic that you will research and the countries you will study
- State your research question (i.e., what question will your paper answer?)
- What is your current best guess about the answer to your research question?
 - This is your hypothesis and should address causation.
- What implications does your hypothesis have for democracy?
- In a bibliographical format, list five specific scholarly sources that you have found and either read or plan to read in order to investigate your research question.
- **OPTIONAL:** List one source of relevant data (election results, economic data, demographic data, etc.) from the web or published reference material

The preliminary report is due on **Monday, February 20**. If you are required to revise and resubmit your report, the resubmission is due on **Friday, March 2**. *The graded preliminary report with my comments **must** be signed and turned into me **before** I get your rough draft* or five points will be deducted from your final research paper grade.

Writing Requirements

ALL essays and the research paper **MUST** be typed, double-spaced, 12-point Times Roman font with 1" margins. Your name, the course information, and the date must be in the header and page numbers must be in the footer. Since papers are turned in electronically, you must save the file as follows: **Lastname_AssignmentName** (i.e., ReadingReview#1 or FilmReview). *Papers that do not conform to these requirements will be marked down half a letter grade.*

Other Course Requirements

Class Presentations

Each student will make a 10-minute presentation to the class on their research. This will be graded based on the coherence of your argument and the organization of your presentation. Presentations will occur after you have submitted your drafts, but prior to the final submission of your papers. You will sign up to present on one of the designated dates between April 18 and May 1. This means that you can and should incorporate the comments

⁷ The Economist Intelligence Unit <<http://www.eiu.com/public/>> may also be a good place to start when gathering basic facts about your countries.

and suggestions that you receive from your classmates and me during your presentation into your final paper. On the day of your presentation, you must distribute a one-page outline highlighting the main points of your presentation (your topic, hypothesis, and major findings) to the entire class, and use Powerpoint to present your findings. Typos and the way you layout the information on the handout will affect your grade. Be sure to introduce yourself at the beginning of the presentation and include your name, the date, and the title of the presentation on your handout. Learning about each other's work and presenting your own research to a constructive audience is an important part of the science process. **Anyone who is absent from the presentations without a university excuse will lose 5 points from their own presentation.**

Exams

The exams will be cumulative and may include short answer and essay format questions.

Course Topics, Calendar of Activities, Major Assignment Dates

NOTE 1: Reading assignments are subject to change with a week's notice

Part I: Introduction and Legacies

Week 1: Introduction to Comparative Latin American Politics	
Wednesday, Jan 18	Syllabus Review/Introduction
Friday, Jan 20	Studying Latin American Politics in a Comparative Politics Course <ul style="list-style-type: none"> • Come to class prepared to pick two readings from the syllabus for the blog posts – first posts due Saturday by noon, comments by Sunday at noon

Week 2: Why Study Latin America? Historical and Political Foundations of "Latin America"	
Monday, Jan 23	Addressing Preconceptions of Latin America <ul style="list-style-type: none"> • Close, Ch 1 "Studying Latin American Politics" (pp 1-22) • Durand, Jorge, and Douglas S. Massey. 2010. "New World Orders: Continuities and Changes in Latin American Migration." <i>The ANNALS of the American Academy of Political and Social Science</i> 630 (1): 20-52.
Wednesday, Jan 25	<ul style="list-style-type: none"> • PSEL presentation – accessing reading materials and doing research • Close, Ch 2 "Why History Matters" (pp 23-47)
Friday, Jan 27	<ul style="list-style-type: none"> • Guerra, Francois Xavier. 1994. "The Spanish American Tradition of Representation and Its European Roots." <i>Journal of Latin American Studies</i> 26 (Part 1), pp.1-35. • Isbester, Ch 2 "Democracy in Latin America: A Political History" (pp 35-76)

Part II. Transitions: Authoritarian Regimes, Democratization and Economic Reform

Week 3: Authoritarianism and Political Instability	
Monday, Jan 30	<ul style="list-style-type: none"> • Collier, David. 1979. "Overview of the Bureaucratic-Authoritarian Model." (Chapter 1) In David Collier, ed. <i>The New Authoritarianism in Latin America</i> Princeton: Princeton University Press: 19-32. • Cardoso, Fernando Henrique. 1979. "On the Characterization of Authoritarian Regimes in Latin America." (Chapter 2) In David Collier, ed. <i>The New Authoritarianism in Latin America</i> Princeton: Princeton University Press: 33-57. • <i>Recommended:</i> Linz, Juan J. 1978. <i>The Breakdown of Democratic Regimes: Crisis, Breakdown, and Reequilibration</i> Baltimore, MD: The Johns Hopkins University Press: 14-49.
Wednesday, Feb 1	<ul style="list-style-type: none"> • Harvey "The Nuts and Bolts of College Writing" – Ch 1-3 (pp 1 – 33) • Writing Clearly, Concisely, and Correctly – UWC Workshop
Friday, Feb 3	<ul style="list-style-type: none"> • Close, Ch 3 "Latin America's Historic Power Elite: Stability and Change" (pp 49-76) • Close, Ch 4 "Historic Modes of Governing: The Politics of Patrimonialism, Violence, and Instability" (77-104) <p>Research paper topic and countries due by 5 PM via e-mail</p>

Week 4: Democratization	
Monday, Feb 6	<ul style="list-style-type: none"> • Isbester, Chapter 1 "Democracy: A Complex Balance" (pp 1-34) • Close, Ch 7 "Democracy and Democratization" (pp 157-182) • Geddes, Barbara. 1999. "What Do We Know about Democratization after Twenty Years?" <i>Annual Review of Political Science</i>, 2: 115-22.
Wednesday, Feb 8	<ul style="list-style-type: none"> • Casper, Gretchen and Michelle M. Taylor. 1996. <i>Negotiating Democracy: Transitions from Authoritarian Rule</i>. Pittsburgh, PA: University of Pittsburgh Press: 16-37. • Hunter, Wendy. 1997. "Continuity or Change? Civil-Military Relations in Democratic Argentina, Chile and Peru." <i>Political Science Quarterly</i>, 112(3): 56-80.
Friday, Feb 10	<ul style="list-style-type: none"> • Documentary Screening: "Las Madres: The Mothers of Plaza de Mayo" (1986) <p>Reading Essay #1 due by 5 PM via email</p>

Week 5: Economic Reform	
Monday, Feb 13	<ul style="list-style-type: none"> • Close, Ch 8 "Political Economy and Economic Policy in Latin America" (pp 183 – 205) • <i>Recommended:</i> Close, Ch 9 "International Political Economy: The Politics of Latin America's International Economic Relations" (207-229)
Wednesday, Feb 15	<ul style="list-style-type: none"> • Weyland, Kurt. 2004. "Neoliberalism and Democracy in Latin America: A Mixed Record," <i>Latin American Politics and Society</i>, 46 (1):

Week 5: Economic Reform	
	<ul style="list-style-type: none"> • Arce, Moises and Paul T. Bellinger, Jr. 2007. "Low-Intensity Democracy Revisited: The Effects of Economic Liberalization on Political Activity in Latin America." <i>World Politics</i> 60(Oct.): 97-121
Friday, Feb 17	<ul style="list-style-type: none"> • Kaufman, Robert and Alex Segura-Ubiergo. 2001. "Globalization, Domestic Politics, and Social Spending in Latin America: A Time-Series Cross-Section Analysis, 1973-97." <i>World Politics</i> 53: 553-587. • Harvey "The Nuts and Bolts of College Writing" – Chapters 4 & 5

Part III: Political Institutions and Governability

Week 6: Institutional Variations	
Monday, Feb 20	<ul style="list-style-type: none"> • Isbester, Chapter 3 "Issues and Institutions in Latin American Governance" (77-104) • Close, Chapter 6 "Political Institutions and the Machinery of Government" (pp 133-155) • Linz, Juan. 1990. "The Perils of Presidentialism." <i>Journal of Democracy</i>, 1 (4): 51-69. <p>Preliminary research report is due by 5 PM via email</p>
Wednesday, Feb 22	<ul style="list-style-type: none"> • Cox, Gary and Scott Morgenstern. 2001. "Latin America's Reactive Assemblies and Proactive Presidents." <i>Comparative Politics</i> 33(2): 171-90. • Negretto, Gabriel L. 2006. "Minority Presidents and Democratic Performance in Latin America." <i>Latin American Politics and Society</i> 48 (3): 63-92. • <i>Optional Background reading for the Negretto article:</i> <ul style="list-style-type: none"> • Mainwaring, Scott. 1993. "Presidentialism, Multipartyism, and Democracy: The Difficult Combination." <i>Comparative Political Studies</i> 26(2): 198-228. • Cheibub, Jose Antonio. 2002. "Minority Governments, Deadlock Situations, and the Survival of Presidential Democracies." <i>Comparative Political Studies</i> 35(3): 284-312.
Friday, Feb 24	Exam #1

Week 7: Party Systems and Elections	
Monday, Feb 27	<ul style="list-style-type: none"> • Mainwaring, Scott and Timothy Scully. 1995. "Introduction: Party Systems in Latin America." In <i>Building Democratic Institutions</i>, ed. Scott Mainwaring and Timothy Scully. Stanford: Stanford University Press. (1-34) • Foweraker, Joe. 1998. "Institutional Design, Party Systems and Governability – Differentiating the Presidential Regimes of Latin America." <i>British Journal of Political Science</i> 28: 651-76.
Wednesday, Feb 29	<ul style="list-style-type: none"> • Castañeda, Jorge G. and Marco A. Morales. 2008. "The Current State of the Utopia" In <i>Leftovers: Tales of the Latin American Left</i>, eds. Jorge G. Castañeda and Marco A. Morales. New York: Routledge (pp 3-18) • <i>SKIM</i>: Morales, Marco A. 2008. "Have Latin Americans Turned Left?" In <i>Leftovers: Tales of the Latin American Left</i>, eds. Jorge G. Castañeda and Marco A. Morales. New York: Routledge (pp 19-41)

Week 7: Party Systems and Elections	
Friday, March 2	<ul style="list-style-type: none"> • Ellner, Steve. 2012. The Distinguishing Features of Latin America's New Left in Power: The Chávez, Morales, and Correa Governments. <i>Latin American Perspectives</i> 39 (1): 96-114. • <i>Recommended:</i> Fornos, Carolina, Timothy Power, and James Garand. 2004. "Explaining Voter Turnout in Latin America, 1980 to 2000." <i>Comparative Political Studies</i> 37(8): 909-940.

Part IV: Current Issues and New Challenges

Week 8: Populism and Illiberal Democracy	
Monday, March 5	<ul style="list-style-type: none"> • Ellner, Steve. 2003. "The Contrasting Variants of the Populism of Hugo Chávez and Alberto Fujimori." <i>Journal of Latin American Studies</i>, 35: 139-162. • Harvey "The Nuts and Bolts of College Writing" – Chapters 7 & 8
Wednesday, March 7	<ul style="list-style-type: none"> • Seligson, Mitchell A. 2002. "The Impact of Corruption on Regime Legitimacy: A Comparative Study of Four Latin American Countries." <i>Journal of Politics</i> 64: 408-33. <p>Reading Essay #2 due by 5 PM via email</p>
Friday, March 9	<ul style="list-style-type: none"> • Smith, Peter H., and Melissa R. Ziegler. 2008. "Liberal and Illiberal Democracy in Latin America." <i>Latin American Politics & Society</i> 50 (1): 31-57. • Have a good spring break!

Week 9: Bolivia	
Monday, March 19	<ul style="list-style-type: none"> • Documentary Screening of "Cocalero" (2007)
Wednesday, March 21	<ul style="list-style-type: none"> • Documentary Screening of "Cocalero" (2007)
Friday, March 23	<p>Bolivia</p> <ul style="list-style-type: none"> • Lucero, Jose Antonio. 2001. "Crisis and Contention in Ecuador." <i>Journal of Democracy</i> 12(2). • Isbester, Chapter 11 "Bolivia: Ethnicity and Power" by Roberta Rice (277-297) <p>Film essay due by 5 PM via email</p>

Week 10: Economic Crisis and Protest	
Monday, March 26	<ul style="list-style-type: none"> • Mainwaring, Scott and Aníbal Pérez Linan. 2005. "Latin American Democratization since 1978: Democratic Transitions, Breakdowns, and Erosions" (14 – 59) • Harvey "The Nuts and Bolts of College Writing" – Chapter 6
Wednesday, March 28	<ul style="list-style-type: none"> • Yashar, Deborah. 1999. "Democracy, Indigenous Movements and the Postliberal Challenge in Latin America." <i>World Politics</i> 52(1): 76-104. • Close, Ch 5 "Political Change, Political Contentions, and New Political Contenders" (105–132)

Week 10: Economic Crisis and Protest	
Friday, March 30	<ul style="list-style-type: none"> • Machado, Fabiana, Carlos Scartascini, and Mariano Tommasi. 2011. "Political Institutions and Street Protests in Latin America." <i>Journal of Conflict Resolution</i> 55 (3): 340-365.

Week 11: Regional Studies and Presentations	
Monday, April 2	<p>Mexico</p> <ul style="list-style-type: none"> • Isbester, Chapter 4 "Mexico: From Perfect Dictatorship to Imperfect Democracy" by Judith Teichman (105 – 129) • Crow, David. 2010. "The Party's Over: Citizen Conceptions of Democracy and Political Dissatisfaction in Mexico." <i>Comparative Politics</i> 43 (1): 41-61. <p>First draft of the research paper due by 5 PM via e-mail</p>
Wednesday, April 4	<p>Brazil</p> <ul style="list-style-type: none"> • Isbester, Chapter 10 "Brazil: Constraints and Innovations" by Lauren Phillips (251 – 275) • Rawlins Interview with David Rothkopf. July 2011. "Making Room for Brazil's Growing Clout." Council On Foreign Relations Interview with David Rothkopf, Visiting Scholar, Carnegie Endowment for International Peace. http://www.cfr.org/brazil/making-room-brazils-growing-clout/p25461 • <i>Of Interest:</i> "Global Brazil and U.S.-Brazil Relations," Independent Task Force No. 66, Council on Foreign Relations Press, July 2011. http://www.cfr.org/brazil/global-brazil-us-brazil-relations/p25407?cid=EMC-ACCinvite-Global_Brazil-113011_2
Friday, Apr 6	Reading Day – No classes

Week 12: Regional Studies	
Monday, April 9	<p>Colombia OR Venezuela – Class Choice</p> <ul style="list-style-type: none"> • Isbester, Chapter 8: "Colombia: Violence, Drugs, and Democracy" by Roberta Rice (207-228) • Lee, Chris. 2012. "The FARC and the Colombian Left: Time for a Political Solution?" <i>Latin American Perspectives</i> 39 (1): 28-42. <p>Venezuela</p> <ul style="list-style-type: none"> • Isbester, Chapter 9: "Venezuela: Pacts, Populism, and Poverty" by Roberta Rice (229-249) • Shifter, Michael. 2006. "In Search of Hugo Chávez." <i>Foreign Affairs</i> 85 (3): 45-59.
Wednesday, April 11	<p>Wrap-up & Exam Review</p> <ul style="list-style-type: none"> • Close, Chapter 11 "Latin America in Comparative Perspective" (257– 274) • Isbester, "Conclusion: What Works and Why" (351 – 380)
Friday, Apr 13	NO CLASS - Student Prep day for exam and presentations

Week 13: Student Presentations	
Monday, April 16	Exam #2
Wednesday, April 18	Student Presentations
Friday, April 20	Student Presentations

Week 14: Student Presentations	
Monday, April 23	Student Presentations
Wednesday, April 25	Student Presentations
Friday, April 27	Student Presentations

Weeks 15-16: Final exam, writing workshop, research paper	
Monday, April 30	Student Presentations
Tuesday, May 1	Student Presentations
Monday, May 7	Turn in final version of the research paper by 5 PM via email

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