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IN THIS CLASS YOU WILL :

Learn about the way people, institutions, and historical legacies shape political outcomes.

Analyze South America's recent "turn to the left," the effects of market reforms, the war on drugs, contentious politics, and the status of human rights and citizenship.

Draw lesson from two simulations on peace negotiation and constitutional design.

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 MWF 11-12 or by appointment
 Clark C 336

OVERVIEW

This course offers students an introduction to South America's political development. It highlights the challenges facing the region and offers lessons learned from the measures taken to address political and economic change. The course is divided into three sections. The first provides an overview of the region's historical patterns of political and economic development. The next three sections explore democracy, political economy, and U.S.-Latin American relations and highlight current challenges facing the region as a whole. The final sections divide the eight countries that we will study into three groups: (1) countries where the institutions of democracy seem to be consolidating after the end of military governments and long-term economic instability (i.e. Chile, Argentina, and Brazil), (2) countries where democratic consolidation is being challenged by political instability (i.e. Colombia, Venezuela, and Peru), and (3) countries where social movements transformed national institutions, redrafted constitutions, and brought indigenous populations into mainstream politics (Ecuador and Bolivia).

LEARNING OUTCOMES

Upon successful completion of this course you should

- ◆ acquire informed perspectives on South America's main political institutions, actors, and socioeconomic events
- ◆ understand how historical legacies shape current politics in the region
- ◆ situate regional events within fluctuating international dynamics
- ◆ identify the political influence of important South American leaders and diverse civil society actors such as women, indigenous organizations, or workers
- ◆ understand the main sociopolitical and economic issues at stake in decision-making processes
- ◆ analyze sociopolitical dynamics across specific Latin American countries
- ◆ learn through simulation and in-depth analysis the decision-making challenges facing Latin American countries

TEACHING METHODS

This is a three credit course requiring 3 hours of in-class work and 6 hours of homework per week. The class is both a lecture and a discussion course; therefore your active participation is expected. You will gain a better understanding of the subject matter if you keep up with your readings and attend class on a regular basis. This means that you need to study and take note of lectures, class discussions, videos, and readings. You will be expected to contribute information to class debates and simulation exercises based on a careful review of current events taken from reputable academic and news sources.

REMEMBER

Two papers (40%)
Dates: Oct 21 & Nov 14

Two exams (40%)
Dates: Sep 23 & Dec 13

Classroom exercises (10%)
Dates: Sep 2 & 21; Oct. 5 & 19; Nov 11.

Two response papers (10%)
Due: Nov 4 & Dec 7

GRADING SCALE

A+	98-100
A	94-97
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	70-77
D	60-69
F	0-59

COURSE WEBSITE

info.canvas.colostate.edu/
find the syllabus,
assignments, grades, and
other course-related
material.

ASSIGNMENTS

Your **grade** for the course will be determined through the following assignments: Two 4-5 page papers (20% each), two exams (20% each), classroom exercises (10%), and two 2-page written responses to the simulation exercise and in-depth analysis (5% each).

Study guides for the exams will be available before the date of the test.

These assignments are designed to help you:

- ◆ use course-related documents and data to analyze specific problems
- ◆ summarize and interpret complex evidence and arguments in written work and oral presentations
- ◆ problem-solve with your classmates to assess the strength of diverse arguments

ASSIGNMENT INSTRUCTIONS**Classroom Exercises**

These consist of (1) spontaneous group exercises and (2) class debates for which you prepare in advance by doing brief research in the web. The spontaneous group activities will occur in class and will ask you to answer some questions based on the reading for that day.

You will prepare in advance for the **class debates** by reading about current events in the region on specific issues such as crime, inequality, or the crisis in Venezuela. Check the class schedule for the dates. As you prepare for these debates you will need to look for reputable sources (see the list below), bring to class a brief questionnaire on the work you did and the sources you found (the questionnaire will be provided), and be ready to share some ideas with the rest of the class so we can learn together about each of these issues.

Sources:

Newspaper: *The New York Times*, *the Guardian*, *the Economist*, *the Financial Times*, *the Wall Street Journal*, *the Miami Herald*, among others. If you read Spanish or Portuguese you may also consult the region's newspapers

Check the Latin American Network Information Center (lanic.utexas.edu) for a complete list of regional newspapers.

Other News: Telesur, AlJazeera, PBS (Frontline), Bloomberg, Vice News

Think Tanks: Washington Office on Latin America (WOLA), Council on Hemispheric Affairs, the Center for Economic and Policy Research (you may want to consider subscribing to CEPR's email alerts that scan newspapers for regional news at <http://org.salsalabs.com/o/967/p/salsa/web/common/public/signup?signupdateKEY=1013>),

Others: North American Council for Latin America, Economic Commission for Latin America and the Caribbean, Latin American Newsletter (in the CSU library periodical collection)

Grading. I will give you 1 point for completing an activity and a 0 for failing to do so. At the end of the semester I will drop one of the 0 accumulated.

Papers

Please write a concise but exhaustive essay response to the following questions. Draw only from class readings, lectures and documentaries and make sure you cite correctly. Each time, you should write a 4-5 double-spaced page paper. You can double-side your paper when you print, eliminate a cover page (just write your name on the top corner of the first page) and include your list of references within the body of the text at the end, and not on a separate sheet.

Paper 1: Democracy (Due Oct 21 in class)

Organize your paper by writing concise but exhaustive responses to the following questions.

1. Provide a working definition of democracy and explain why the region has faced difficulties implementing democratic regimes. Draw on at least 3 class readings, as well as on work done in class (1-2 pages).
2. Identify at least 2 of the main bottlenecks that limit democratic governments (included but not limited to crime, inequality, international constraints, etc.) (1-2 pages).
3. Conclude by evaluating whether democracy will consolidate or not in the region. Include at least one more reading in this section (1 page).

Paper 2: Political development in the Southern Cone (Due Nov 14 in class)

Take the case of Brazil, Argentina or Chile and study the past 40 years (or so) of political development for that country. You should focus on wide patterns of political development (e.g. transition to democracy, or effects of populism or neoliberalism). Make sure to explain how the country's political economy and democratic politics have been transformed over the years (use at least 6 text sources).

General instructions

You are expected to follow university policies on plagiarism and cite your sources carefully. Unless you have a preferred citing style, I recommend that you use the American Political Science Association Manual which can be consulted at <http://citesource.trincoll.edu/apsa/apsa.html>

Use your own words as much as you can throughout the text, but cite the sources that inspired you, helped you form an opinion, or provided you with data. In other words, always cite when you use someone else's data, ideas, or precise words. Refrain from using too many direct quotes however, I want to see your own writing!

REQUIRED BOOK
(Available at CSU Bookstore)

Wiarda, Howard and Harvey Kline. 2014. *Latin American Politics and Development*. 8th Edition. Westview Press [Abbreviated as Wiarda]

ADDITIONAL READINGS
-Course website
-CSU library's E-reserve
<https://reserve.colostate.edu/ares/ares.dll>

SPECIAL INSTRUCTIONS

Watch *Cocalero* (Fall Line Films 2006; 86 minutes) by December 7. This documentary is available at the library on Reserve, it can also be watched on Netflix.

LATE POLICY

- ◆ Assignments may be completed for full credit at a later time if you have a university sanctioned absence. You must provide written documentation of the incident within 5 business days.
- ◆ If you hand-in your paper or complete your assignment after class on the assigned date, and you don't have a university sanctioned excuse, I will take 5 points off.
- ◆ I will also take 5 points off per day late, including weekends. This means that 10 points will be taken off if you complete your unexcused assignment the next day.
- ◆ If you miss an in-class activity you will receive a grade of 0 for that assignment. Take note of the class schedule and exam dates when making travel arrangements and other personal plans.

ACADEMIC INTEGRITY

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog (<http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>) and the Student Conduct Code (<http://www.conflictresolution.colostate.edu/conduct-code>).

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CLASS SCHEDULE

22-Aug Introduction

24-Aug Arocena F and K Bowman (2014). "Introduction" and "Would You Like to Go to South America." In *Lessons from Latin America: Innovations in Politics, Culture, and Development*. University of Toronto Press, p. xv-xx, 1-18.

26-Aug Wiarda and Kline: Ch 1 (Context of Latin American Politics); Wiarda: Ch 2 (Pattern of Historical Development)

POLITICAL ECONOMY

29-Aug Wiarda: Ch 3 (Interest Groups); W: Ch 4 (Government Machinery)

31-Aug Levitsky S and K Roberts (2011). "Introduction: Latin America's Left Turn: A Framework for Analysis." In Levitsky and Roberts (eds.). *The Resurgence of the Latin American Left*. Baltimore: Johns Hopkins University Press, p. 1-28.

2-Sep **Class Debate:** Explain why after electing leftist governments, Latin Americans are now voting for the right. Where have voters elected right-wing governments? Where are left-wing governments in trouble? What does this do to the policy process?

5-Sep Labor Day

7-Sep Pribble J and E Huber (2011) "Social Policy and Redistribution: Chile and Uruguay." In Levitsky and Roberts (eds.). *The Resurgence of the Latin American Left*. Johns Hopkins University Press, p. 117-138.

9-Sep Pribble and Huber, cont.

DEMOCRACY

12-Sep Wiarda and Kline: Ch 5 (The Struggle for Democracy)

14-Sep Karl T. (2014). "Inequality and Democracy: Latin American Lessons for the United States." Brinks D et. al. (eds.). *Reflections on Uneven Democracies: The Legacy Guillermo O'Donnell*. John Hopkins University Press, p. 121-146

16-Sep Karl, cont.

19-Sep Gonzalez S and C Flores (2009). "Organized Crime and Democracy." In L Solis Rivera (ed.). *Organized Crime in Latin America and the Caribbean: Summary of Articles*. San Jose: FLACSO, p. 21-30.

21-Sep **Class Debate:** What is driving crime in the region? How are citizens responding? What can governments do about crime? You may read a few articles from this especial issue on crime: Organized Crime. Beyond Drug Trafficking. *Revista: Harvard Review of Latin America* (Winter 2012).

23-Sep **FIRST EXAM**

DEMOCRACY AND US-LATIN AMERICAN RELATIONS

26-Sep Coatsworth J. (2005). United States Interventions. What for? *Revista. Harvard Review of Latin America* 4(2): 6-9.

28-Sep Smith W (2011). The United States and Latin America. Into a New Era. In Black J (ed.). *Latin America. Its Problems and its Promise*. Boulder: Westview Press, p. 244-270.

30-Sep Reid M. (2015). Obama and Latin America. A Promising Day in the Neighborhood. *Foreign Affairs* 94(5): 45-61.

THE SOUTHERN CONE: DICTATORSHIP AND DEMOCRATIZATION

3-Oct Wiarda and Kline Ch 6 (Chen, Argentina)

5-Oct **Class Debate:** Read into Argentina's Financial Crisis. What were some of its causes? What are "vulture funds?" What did you learn about sovereign debt defaults

7-Oct Wiarda and Kline: 8 (Sigmund, Chile)

10-Oct Wiarda and Kline: 8 cont.

12-Oct Chile: Progress and its discontents. *The economist*, April 12, 2012.

14-Oct Wiarda and Kline: Ch 7 (Wiarda, Brazil)

17-Oct "Women: Redeemers of a Macho Society." *The Economist*, June 15, 2013.

19-Oct **Class Debate:** What is going on in Brazil? Was the president impeached? Why? What are political and economic factors that explain the country's political crisis?

21-Oct **FIRST PAPER DUE**

POLITICAL INSTABILITY IN THE ANDES

24-Oct Documentary: *State of Fear: The Truth about Terrorism* (Skylight Pictures, New Day Films 2005) 94 mins.

26-Oct Wiarda and Kline: Ch. 10 (Palmer, Peru)

Documentary, cont.

Instructions for Peace Negotiation Simulations

-Colombia is the only country in the Western Hemisphere with a lingering armed conflict dating back to the 1950s. In 2012, the Colombian government and Revolutionary Armed Forces of Colombia (FARC)—the main guerrilla group—began peace talks in Havana, Cuba. The international community largely supports a negotiated end to the conflict, but Colombians are highly polarized on the issues, particularly a political amnesty to perpetrators of human rights violations.

-For this simulation the class will be divided into government and rebels and I expect that you take the roles seriously by reading the required assignments and perusing the web for additional information. Doing so will make the exercise interesting for everyone. The instructor will serve as mediator and work with each group. The groups will discuss their own position privately and then engage the opposing group in self-interested negotiations on specific points of negotiation, which I will provide as we go along.

-Negotiating Armed Conflict: Look for further information on Colombia's Peace Process at the Washington Office for Latin America (<http://www.wola.org/country/colombia>) and at the International Crisis Group (webpage at <http://www.crisisgroup.org/>).

- 28-Oct Wiarda and Kline: Ch. 9 (Gray, Colombia)
- 31-Oct Isacson A (2014). *Ending 50 Years of Conflict: The Challenge Ahead and the U.S. Role in Colombia*. Washington: WOLA
- 2-Nov Wood R (2009). "A Remarkable Failure." *New Internationalist*, June: 34-35.
- 4-Nov **RESPONSE PAPER ON PEACE NEGOTIATION DUE**
- 7-Nov Wiarda and Kline: Ch. 11 (Myers, Venezuela)
- 9-Nov Corrales J. (2015). Autocratic Legalism in Venezuela. *Journal of Democracy* 26(2): 37-51.
- 11-Nov **Class Debate:** What is going on in Venezuela? Read about the legacy of Hugo Chávez and how Nicolás Maduro, his successor, has handled the government and the economy.
- 14-Nov **SECOND PAPER DUE**

CONSTITUTIONAL REFOUNDING AND ETHNIC POLITICS IN THE ANDES

Instructions for the Constitutions Simulation

- You must read all the readings assigned for class. This will help you understand the big issues at stake and the wider context under which each constitution was designed.
 - Though I will provide you with some excerpts from the "Preamble" and "Basic Rights" of the Constitutions of Bolivia, Ecuador and Colombia, I recommend that you go to the Constitute Project webpage (www.constituteproject.org) and peruse these Constitutions to get a sense of the structure of each document.
 - If a particular section grabs your attention, share it with the rest of the class and describe what intrigued you. In class, you will be divided into groups with instructions on what to discuss and share with the class.
 - You will find that as we spend more time on this in-depth analysis, you will gain a deeper understanding of each country's particular challenges and the role constitutions can play in solving them.
- 16-Nov Whitehead L (2012). "Latin American Constitutionalism: Historical Development and Distinctive Traits." In D Nolte and A Schilling-Vacaflor (eds). *New Constitutionalism in Latin America: Promises and Practices*. Ashgate, p. 123-141.
- 18-Nov Noguera A (2012). "What do we mean when we talk about 'Critical Constitutionalism'? Some Reflections on the New Latin American Constitutions." In D Nolte and A Schilling-Vacaflor (eds). *New Constitutionalism in Latin America: Promises and Practices*. Ashgate, p. 98-119.
- 21-25 Nov Thanksgiving Break
- 28-Nov Gargarella R (2012). "Latin American Constitutionalism Then and Now: Promises and Questions." In D Nolte and A Schilling-Vacaflor (eds). *New Constitutionalism in Latin America: Promises and Practices*. Ashgate, p. 143-160.
- 30-Nov Yashar D (1999). "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America." *World Politics* 52(1): 76-104.
- 2-Dec Wiarda and Kline: Ch. 15 (Collins, "Ecuador: From Crisis to Left Turn")
- 5-Dec Wiarda and Kline: Ch. 14 (Lehoucq, Bolivia)
- 7-Dec **RESPONSE PAPER ON CONSTITUTIONS DUE**
- 9-Dec No Readings. Review materials for class discussion
- 13-Dec **SECOND EXAM** (take home, due in my office at 5pm)

