

CPOLS 3401

LATIN AMERICAN POLITICS

Lesley University
Political Science
Tuesdays, 1:15-3:45 pm
University Hall 2-048

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Office Hours: Mondays, 11 am -12 pm
By appt. – please email

Course Description:

This course examines a series of recent and profound shifts in Latin America towards political democracy, neoliberal economic models, and new forms of citizen participation in governance. These developments are a striking departure from a regional political landscape that several decades ago was generally characterized by some combination of authoritarianism, state-led development, and civil war. One of our overarching goals in this course is to study historical patterns and contemporary examples of both *change* and *continuity* in these patterns.

The **first part** of the course is historical and conceptual. Students will gain an understanding of Latin America's history of colonialism and political intervention—and the legacies of these—as well as be introduced to several important features of historical and contemporary politics that are common to most countries in the region. In comparative political perspective, the **second part** of the course examines a number of major political trends characterizing Latin America during the Cold War era, including authoritarian rule, revolutionary movements and governments, and civil war. Special attention will be paid to bureaucratic-authoritarian (BA) brands of dictatorship in the Southern Cone (Argentina, Brazil, and Chile) as well as experiences with dictatorship and revolutionary movements in Central America. The **third and final part** of the course examines the more recent trends of democratization and liberalization in the region. It also explores crises of representation, extreme violence, and deep socio-economic inequalities that continue to plague the region and undermine democratization—even after the turn away from authoritarian forms of government.

Course Learning Objectives

- To understand historical patterns and determinants of contemporary systems and practices (political, social, economic, cultural, etc.) in Latin America;
- To recognize and understand political and policy variance within and across countries;
- To demonstrate an understanding of the emergence of revolutionary movements/governments and authoritarian regimes in the region;
- To describe and analyze contemporary regional political and social problems;
- To recognize and explain the interaction of domestic and international factors influencing national and subnational politics in regional perspective;
- To identify and understand the central argument and set of assumptions guiding a text;
- To articulate arguments clearly and show critical thinking orally and in writing.

Required Texts:*

- 1) Chasteen, John. (2011) *Born in Blood and Fire: A Concise History of Latin America*. New York: Norton.
- 2) Schneider, Cathy. (1995) *Shantytown Protest in Pinochet's Chile*. Philadelphia: Temple University Press.**

*All books are available for purchase at the Lesley bookstore at the Porter Campus and may also be purchased online through Amazon, Abe Books, etc. ♦ *Purchasing or renting the course texts is a course requirement*. You must talk to me the first week of class if you foresee any difficulties obtaining them. ♦ All other readings for the class included on the syllabus or assigned during class will be posted on Blackboard (BB) in the Course Content folder.

**This book is available as an e-book on the Lesley website:
<http://endeavor.flo.org/vwebv/holdingsInfo?bibId=2442496>

Reputable News Sources:

You are encouraged to read, watch, or listen to the news to stay up-to-date on current events! Some examples of reputable and legitimate *print* news sources that may also be integrated into your coursework (if applicable to the assignment) include, but are not limited to:

<i>New York Times</i>	https://www.nytimes.com/
<i>Los Angeles Times</i>	http://www.latimes.com/
<i>El País</i>	https://elpais.com/elpais/portada_america.html
<i>NACLA</i>	https://nacla.org/
<i>The Washington Post</i>	https://www.washingtonpost.com/
<i>The Economist</i>	https://www.economist.com/
<i>The Wall Street Journal</i>	https://www.wsj.com/
Newspapers in Latin America (some are non-print sources)	http://lanic.utexas.edu/la/region/news/
Map of newspapers globally	https://newspapermap.com/

Reputable *non-print* news sources include, but are not limited to:

Al Jazeera	https://www.aljazeera.com/
BBC	https://www.bbc.com/
NPR	https://www.npr.org/

Course Grade Components:

- 1) **Attendance (5%)**. Attendance for this class is mandatory to support you getting the most of out of class - and - to contribute to engaging and productive class sessions. Consider one absence (note: this is one full week of class) to be fully excused for those unavoidable circumstances when you get sick or have an emergency. If you arrive more than 10 minutes late to class, you will receive half credit; please note that if you arrive more than 20 minutes late you will not receive attendance credit. After counting this absence, attendance grades will be assigned in accordance with the following rubric:

Number of absences → attendance grade:

0 – 100	2 – 80	4 – 60	6 – 40
1 – 90	3 – 70	5 – 50	7 – 0

- 2) **Preparation and engagement (10%).** Being a prepared, respectful, and engaged course participant is just as important as coming to class. This course component will be based upon your participation in class discussions and exercises; and your demonstrated thoughtfulness, respect for your peers, and evidence that you have completed the readings prior to coming to class. Any announced or unannounced in-class quizzes on the readings will be a part of this course component. **Important:** Graded in-class exercises or quizzes cannot be made up if you miss class, hence why attendance is important for this grade component. A basic recipe for doing well: 1) complete the readings prior to class, 2) come to class, and 3) engage in our discussions and work. Please bring the assigned readings (or your notes) with you to class to support your engagement and participation.
- 3) **Current events paper (15%) and presentation (5%).** You will write one current events paper, and give a related in-class presentation, during the semester. Because this course takes a historical approach to understanding Latin American Politics, this assignment will help us to stay attuned to current events in the region over the course of the semester. Your paper (4-5 pages) and presentation (5-7 minutes) will be based upon a news story of your choosing. You will examine this story using our course texts and concepts. More details and presentation sign-ups will be posted on BB in the Assignments folder. **Please sign up for your presentation (and paper due date) by the second week of class (Sept. 17).**
- 4) **Midterm exam (25%).** You will complete one take-home essay-based exam, due on November 1 by 5 pm to BB. The prompt for the exam will be given two weeks in advance of the due date.
- 5) **Asylum country report (30%) and group presentations (10%).** For those fleeing violence and persecution, documentation is required to receive asylum in another country. For this report, you will conduct research to understand the circumstances surrounding the seeking of asylum from a particular country of origin in Latin America. *Who is seeking asylum and why? Where are they seeking it and with what outcomes?* On BB, you will sign up for one country to focus on for your report (Colombia, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, or Venezuela). Those signing up for the same country (2-3 people) will deliver a group presentation on their country during finals week. Here is the mini-assignment calendar:

Assignment:	Due:
Annotated bibliography	11/12 – Submit to BB between 11:30 am – 12:30 pm
Draft report	12/10 – Hard copy in class for peer review and submit to BB
Final report	12/17 (finals week) – Submit to BB between 11:30 am – 12:30 pm
Group presentations	12/17 (finals period) – 1-3 pm

College of Liberal Arts & Sciences Grading Scale:*

A = 93-100	C+ = 77-79	D- = 60-62
A- = 90-92	C = 73-76	F = 0-59
B+ = 87-89	C- = 70-72	I = Incomplete**
B = 83-86	D+ = 67-69	W = Withdrawal
B- = 80-82	D = 63-66	

*Grade rounding occurs at the discretion of the instructor. It should not be expected.

** In exceptional cases, students who have successfully completed 75% of course requirements, but unanticipated experience an event beyond their control that interferes with their ability to complete the course requirements before the end of the term or semester, may be granted a temporary letter grade of "I" (Incomplete) at the instructor's discretion. Incomplete grades are not automatic nor guaranteed. The student and instructor must complete and sign a Contract for the Completion of Incomplete Work form. Contracted work not completed by the deadline is recorded "I/F" (Failing).

PART I: Studying Latin America: Background, Concepts & Approaches

Weeks 1-3: Legacies of Colonialism & the Politics of Underdevelopment

- 9/10
 - Chasteen, *Born in Blood and Fire*, Introduction
 - Skidmore et al., "Why Latin America?" (through pg. 11)
- 9/17
 - Chasteen, *Born in Blood and Fire*, Chapters 1-4
- 9/24
 - Chasteen, *Born in Blood and Fire*, Chapters 6-7

PART II: Latin America During the Cold War: Revolution, Civil War, and Authoritarianism

Week 4: Revolutionary Movements and Governments

- 10/1
 - Chasteen, *Born in Blood and Fire*, Chapters 8 and 9

Weeks 5: Case Study: Dynasty to Neoliberal Democracy in Nicaragua

- 10/8
 - Kinzer, *Blood of Brothers: Life and War in Nicaragua*, pp. 13-85
 - Smith, "Low-Intensity Warfare" in Christian Smith, in *Resisting Reagan: The U.S.-Central America Peace Movement*, pp. 33-56.
 - Walters, "Capitalism a la Sandinista," *NACLA*
 - **In-class:** Current events presentation(s)

Weeks 6-8: The Southern Cone and Bureaucratic Authoritarianism (BA)

- 10/15**
- Arditta, "Not Just One More Coup," in *Searching for Life: the Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*
 - Stepan, "The New Professionalism of Internal Warfare and Military Role Expansion" in Stepan, ed., *Authoritarian Brazil*, pp. 47-65
 - Optional reading: Verbitsky, *The Flight: Confessions of an Argentine Dirty Warrior*, pp. 3-47
- **In-class**: Current events presentation(s)
- 10/22**
- Schneider, *Shantytown Protest*, Chapters 1-3
- **In-class**: Current events presentation(s)
- 10/29**
- Schneider, *Shantytown Protest*, Chapters 4-5
- **In-class**: Current events presentation(s)
- 11/1**
- **Midterm exam due to BB by 5 pm**

PART III: Contemporary Latin America

Weeks 9-10: Explaining Transitions to (Neoliberal) Democracy

- 11/5**
- Schneider, *Shantytown Protest*, Chapters 6
 - Hagopian, "Democracy by Undemocratic Means?" *Comparative Political Studies* (1990), pp. 147-170.
- **In-class**: Current events presentation(s)
- 11/12**
- Chasteen, *Born in Blood and Fire*, Chap. 10
 - **Due**: Annotated bibliography for Asylum Country Report (submit to BB by 12:30 pm, before class)
- **In-class**: Current events presentation(s)

Week 11: The Left Turn (and Return of the Right)

- 11/19**
- Castañeda, "Latin America's Left Turn," *Foreign Affairs* 85:3 (2006), pp. 28-43.
 - Friedman, "Gender, Sexuality and the Latin American Left," *Third World Quarterly* (2009), pp. 415-433
 - Mussi and Bianchi, "Rise of the Radical Right," *NACLA*
- **In-class**: Current events presentation(s)

Week 12: Participatory Democracy as Institutional Innovation from Above

- 11/26**
- Cabannes, “Participatory Budgeting: A Significant Contribution to Participatory Democracy,” *Environment and Urbanization* (2004), pp. 27-46.
 - Abers, “Who Participates? Inequality and the Participatory Budget Process,” in *Inventing Local Democracy: Grassroots Politics in Brazil* (Lynne Rienner, 2000).
 - In-class film: “Beyond Elections”
- **In-class:** Current events presentation(s)

Week 13: “Everyday” and Structural Violence against Women

- 12/3**
- Smith, “Lingering Trauma in Brazil: Police Violence against Black Women,” *NACLA*
 - Sanford, “From Genocide to Femicide: Impunity and Human Rights in Twenty-First Century Guatemala,” *Journal of Human Rights* (2008)
- **In-class:** Current events presentation(s)

Week 14: Asylum Reports and Presentations

- 12/10**
- **Due:** Full draft of Asylum Country Report – bring hard copy to class + submit to BB by 12:30 pm, before class
 - **Course evaluations** – please bring a device!
- 12/17**
- **Due:** Asylum Country Reports and group presentations

COURSE POLICIES AND UNIVERSITY RESOURCES/SERVICES:

What do I call my instructor? Across your classes at Lesley University, the most respectful way to address to your instructor in class, over email, or in other interactions is as “Professor _____” or “Dr. _____.” This is because most of your instructors have earned their doctorates, or PhDs, in their fields. Some faculty may have Masters (MA) degrees and are working on completing their PhDs. If you are unsure if your instructor has a PhD, “Professor” is a safe bet! If your instructor invites you to call them by their first name, then of course you may do so.

Make-up Policy: *There are no exam make-ups without approval and rescheduling in advance.* Please note the date of class exams on your calendar and talk to me ASAP in the semester if you foresee a problem with an exam date. Dates of final exams are determined by the University and cannot be adjusted. All other policies related to late work are included in the Course Grade Components section, above.

Academic Integrity: Any violation of academic integrity standards (cheating, plagiarism, etc.) will be addressed in accordance with Lesley University policy. Unless prior approval is granted by the instructor, all work submitted for this course is to be your own original work completed specifically for this course and not previously or concurrently submitted to any other instructor. Please see the Student Handbook or Lesley’s Academic Integrity Statement online if you need to learn more about these policies. The academic integrity policy details students’ roles and

responsibilities and provides examples of violations, which include information about failing to document sources, plagiarism, cheating, fabrication or falsification of data, multiple submissions of work, abuse of academic materials, complicity/unauthorized assistance, and lying/tampering/theft.

Classroom Etiquette and Technology Policies: We have a relatively short amount of time together each week in class. As your professor, I want you to get the most out of our course time, and to be respectful of your instructor and peers during this time. Disruptive or inappropriate behavior will not be tolerated and can result in being asked to leave the class. Respect is demonstrated by not using headphones in class and keeping phones off or silenced and in your bag -- not on your desk -- for the entire class period. Laptop use is *only* permitted to access course readings during discussion or in-class activities. Because research has demonstrated that taking notes by hand increases learning and retention, please talk to me in person or by email if you need to take notes on your laptop or other device. If a computer or device is being used for activity other than note-taking or accessing course texts during class, you will be asked to put it away. **Important:** *Not adhering to classroom technology policies or exhibiting a pattern of disruption in class puts you at risk failing the Preparation and Engagement component of your grade.*

Academic Support: Lesley University offers peer tutoring—such as assistance with writing, reading comprehension, research, and study skills—to students through the Center for Academic Achievement (CAA). All students enrolled in degree granting programs, including students with learning differences and students whose first language is other than English, are eligible for support. Lesley also provides online tutoring services to students enrolled in Lesley off-campus, online, and low residency degree-granting programs. Tutorial sessions are by appointment only. Visit the CAA office or call 617-349-8459 to schedule a session. If you have questions about services available at the Center for Academic Achievement, call 617-349-8459 during office hours or send an email to caa@lesley.edu. If you have questions about the online tutoring service, please call 617-349-8299 or send an email to amulla@lesley.edu. Address of the Center for Academic Achievement, 30 Mellen Street (Doble Hall), 2nd floor (phone: 617-349-8459). Please also visit www.lesley.edu/caa to access these support services.

Computer Support Services

University Information Technology (IT) assists Lesley students, faculty, and staff with technology-related questions. More information about IT's mission and list of computer classes can be found on the IT webpage (<https://lesley.edu/technology-support>) or via phone (617-349-8770) or email (it@lesley.edu). For MyLesley technical support: 1-888-myLesley.

Library Services

The myLibrary tab on Blackboard provides access to multiple services and authoritative resources for academic research including books, articles, tests, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments. You may find help with library research through the Ask-A-Librarian service, as well as online guides to APA and MLA citation formats.

- Sherrill Library, the main university library, Brattle Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070
- Library hours and directions: <http://research.lesley.edu/about/hours>
- Library study room reservations: <http://research.lesley.edu/spaces/study>

Lesley University Learning Community Statement: Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard. We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Lesley University's Mission Statement states that "Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world." Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

Disability Accommodations: All qualified students with disabilities are eligible for accommodations and support services. It is the student's responsibility to initiate the accommodation process with Disability Services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. To initiate the accommodation process, or if you are unsure if you qualify for accommodations, please contact the appropriate administrator:

Learning Disabilities, Attention Disorders, and Autism Spectrum Disorders/Asperger Syndrome
Kimberly Johnson, Director of the LD/ADD Academic Support Program
30 Mellen Street, Doble Hall, 2nd floor, Cambridge, MA 02138
617.349.8462 kjohnso7@lesley.edu Fax: 617.349.8324

Physical, Sensory, and Psychiatric Disabilities
Daniel Newman, Lesley University ADA/504 Coordinator
30 Mellen Street, 2nd Floor. Phone: 617.349.8572; Fax: 617.349.8324, dnewman@lesley.edu

Equal Opportunity and Inclusion Policy

Lesley University does not discriminate on the basis of race, ethnicity, color, religion, sex, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, treatment in, or employment in its programs and activities. Inquiries regarding this Equal Opportunity and Inclusion Policy may be directed to Human Resources, hr@lesley.edu or 617-349-8787.

Discrimination, Harassment, and Sexual Violence

Discrimination is defined as unwelcome verbal and/or physical conduct that shows bias, favoritism, prejudice, unfairness, inequity, bigotry or intolerance for another person because of his/her protected status, i.e., race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation. Harassment is defined as the use of derogatory comments or acts directed toward an individual's race, color, religion, sex, gender identity, gender expression, national origin, age, veteran status, disability, or sexual orientation that is designed to:

- Humiliate or intimidate an individual; and/or
- Impede or interfere with academic status, academic performance, work performance, or create an intimidating, hostile, offensive classroom or work environment, cyber environment; and/ or
- Interfere with University life.

Title IX, part of federal law, makes it clear that discrimination, violence, and harassment based on sex, gender, race, ethnicity, etc. are Civil Rights offenses. Lesley University prohibits and will not tolerate discrimination, sexual misconduct, or gender-based discrimination of any kind.

Complaints of discrimination, harassment, and sexual harassment may be done in writing or orally and can be made to anyone in a managerial position (e.g. Chair, Assistant Dean, Associate Dean, Dean, Division Director, Department Head, Director, or Vice President) or specifically to the Director of Equal Opportunity and Inclusion, the Director of Human Resources, or the Dean of Student Life and Academic Development. **To learn more about sexual misconduct or report an incident, visit Sexual Assault Prevention and Services:**

<https://lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services>. To obtain the complete Discrimination, Harassment, and Sexual Harassment Policy, please refer to the Student Handbook (<http://lesley.smartcatalogiq.com/>). Policies contained in this statement may also be found online at: <https://www.lesley.edu/students/policies/academic-policies>. **Other resources include:** Know Your Title IX (<http://knowyourix.org/>); End Rape on Campus (<http://endrapeoncampus.org/>); SurvJustice (<http://survjustice.org/>).