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PSCI 325.01: Politics of Latin America

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Politics of Latin America Autumn 2014

Instructor: Professor Paul Haber

Political Science Department, course #325

Meets: Tuesdays and Thursdays, 2:10-3:30

Office hours in LA 349: Tuesday and Thursday 11:10-12:30 (and by appointment)

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Required Texts (available in UC Bookstore and elsewhere):

Michael Reid. *Forgotten Continent: The Battle for Latin America's Soul*. Yale University Press, second edition, 2009.

Steven Levitsky and Kenneth Roberts, editors. *The Resurgence of the Latin American Left*. Johns Hopkins University Press, 2011.

Steve Ellner, editor. *Latin America's Radical Left: Challenges and Complexities of Political Power in the Twenty-First Century*. Roman & Littlefield, 2014.

Course Overview

This course is designed to introduce students to contemporary politics in Latin America. No assumptions are made regarding students' familiarity with Latin America. I do, however, assume a willingness on the part of students to spend considerable time engaging the intricacies and nuances of the region by reading carefully, preparing in advance to participate in class discussions, and then following through with class participation.

All students are required to read the assigned readings on time, and to come to class prepared to discuss them. All assigned readings must be read carefully and analytically ***before*** we discuss them in class. It is not possible to do well in this class without a willingness to participate thoughtfully in our conversations. I am happy to help students to develop strategies to improve your class participation, and may come to you with suggestions. However, you are ultimately responsible for developing your voice.

I regularly communicate with students by email, which I send through Moodle. Students are strongly advised to check their email for messages from me. If you do not you are likely to miss important information.

Students are expected to attend all classes unless ill or in case of emergency. Make a serious effort to get to class on time. **If you are absent or late, send me an email explaining it. Do not explain it to me on the phone, in class, before class or after class.**

Grades: In-class Assignments, homework, and classroom attendance/participation (25%); Exam on Reid Book (25%); Pink Tide Essay due at end of semester (50%).

Tentative Schedule of readings and assignments:

August 26 Introduction to the class. No reading

August 28 Maps, prefaces and chapters 1-2 in Reid. Pp. x – 51. We will have a map quiz today that will ask you to locate the countries, so take a good look at the maps.

September 2 Chapters 3 and 4 in Reid. Pages 52-105.

September 4 Chapters 5 and 6 in Reid. Pages 106 – 158.

September 9 Chapters 7 and 8 in Reid. Pages 159-211.

September 11 Chapters 9 and 10 in Reid. Pages 212-263.

September 16 Chapters 11 and 12 in Reid. Pages 264-315.

September 18 Exam on Reid book. Details forthcoming.

September 23 William Robinson, “Foreword: the Global Significance of Latin America’s Radical New Left” and Steve Ellner, “Preface” and “Introduction: Complexities of the Twenty-First-Century Radical Left in Power” (both found in the Ellner volume) and Steven Levitsky and Kenneth Roberts (L&R), “Introduction: Latin America’s ‘Left Turn’: A Framework for Analysis” (On this day, Scott Nicholson who lives and works on the U.S. – Mexican border will join us and make a presentation in second half of class.)

September 25 Day-Long retreat for the Poly Sci Department. No class.

September 30 Jason Ross Arnold and David Samuels, “Evidence from Public Opinion” and Maria Victoria Murillo, Virginia Oliveros, and Milan Vaishnav, “Economic Constraints and Presidential Agency” and Kurt Weyland, “The Left: Destroyer or Savior of the Market Model?” (in the volume edited by L&R)

October 2 Part I in Ellner volume: Theoretical, Historical, and International Background. Articles by Burbach, Raby, and Nelson

October 7 Robert Kaufman, “The Political Left, the Export Boom, and the Populist Temptation” and Jennifer Pribble and Evelyne Huber, “Social Policy and Redistribution: Chile and Uruguay” (in L&R)

October 9 Samuel Handlin and Ruth Berins Collier, “The Diversity of Left Party Linkages and Competitive Advantages” and Benjamin Goldfrank, “The Left and Participatory Democracy: Brazil, Uruguay, and Venezuela” and Deborah Yasher, “The Left and Citizenship Rights” (all found in L&R)

October 14 Venezuela Case Study

Gregory Wilpert, “Venezuela: An Electoral Road to 21st Century Socialism?” (On Moodle)

Steve Ellner, “Social and Political Diversity and the Democratic Road to Change in Venezuela” and

Thomas Purcell, “The Political Economy of Social Production Companies in Venezuela” (both in Ellner)

October 16 Bolivia Case Study Day 1

Raul Madrid, “Origins and Policies of the Movimiento al Socialismo” in L&R

Federico Fuentes, “Bad Left Government versus Good Left Social Movements? Creative Tensions within Bolivia’s Process of Change” in Ellner.

October 21 Bolivia Case Study Day 2

Arturo Escobar. 2010. “Latin America at a Crossroads,” *Cultural Studies*, 24:1, 1-65. (Moodle)

Eduardo Gudynas. 2013. “Development alternatives in Bolivia: the impulse, the resistance, and the restoration,” *NACLA Report on the Americas*, 46.1 (Spring): p22. (Moodle)

October 23 Ecuador Case Study

Marc Becker, “Rafael Correa and Social Movements in Ecuador” in Ellner.

Catherine Conaghan, “Ecuador: Rafael Correa and the Citizens’ Revolution” in L&R

October 28 Brazil Case Study

Wendy Hunter, "Brazil: The PT in Power" in L&R

Aldiva Sales Diniz and Bruce Gilbert. 2013. "Socialist Values and Cooperation in Brazil's Landless Rural Workers' Movement," *Latin American Perspectives*, July; vol. 40, 4: pp. 19-34. (Moodle)

October 30 Chile Case Study

Kenneth Roberts, "Chile: The Left After Neoliberalism" in L&R

Greaves, Edward. 2012. "Dilemmas of urban popular movements in popular-sector *comunas* of Santiago, Chile" in Gary Prevost, Carlos Oliva Campos, and Harry Vanden, editors. *Social Movements and Leftist Governments in Latin America: Confrontation or Co-Optation?* New York: Zed Books. (Moodle)

November 4 Election Day. No school. Vote!!!!

November 6 Nicaragua, El Salvador, and Cuba Case Studies

Read both chapters in Part III of Ellner

November 11 Veteran's Day. No school.

November 13 Uruguay Case Study

Jorge Lanzaro, "Uruguay: A Social Democratic Government in Latin America" in L&R

There may also be additional reading another placed on Moodle. Details forthcoming.

November 18 A couple of interesting topics

George Ciccariello-Maher, "Constituent Moments, Constitutional Processes: Social Movements and the New Latin American Left" and Kevin Young, "The Good, the Bad, and the Benevolent Interventionist: U.S. Press and Intellectual Distortions of the Latin American Left" both in Ellner.

November 20 Concluding Observations

Steven Levitsky and Kenneth Roberts, "Conclusion: Democracy, Development, and the Left" in L&R

Steve Ellner, "Concluding Observations: The 21st Century Radical Left and the Latin American Road to Change"

**Preliminary prospectus due (see paper assignment below for details)

November 25 Current Events Assignment I. Details forthcoming.

November 27 Thanksgiving. No school.

December 2 Current Events Assignment II. Also, paper writing workshop, and paper prospectuses due (see paper assignment for details)

December 4 No class, working on assignments

Monday, December 8 Final papers due, in class, 3:20-5:20

Accessibility

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, contact me at the beginning of the semester so that proper accommodations can be provided. Please contact Disability Services for Students if you have questions, or call Disability Services for Students (DSS) for voice/text at 406.243.2243. You may also fax the Lommasson Center 154 for more information at 406.243.5330.

Exam Assignment

We will have one exam early in the class that will test your comprehension of the first book we read by Michael Reid along with your analysis of the book and your ability to observe, record, and write-up the observations and analyses presented in class by both the professor and your fellow students.

This will be a take-home exam. The assignment is to summarize and comment on the book (page limit is 5 pages double spaced). One good way of doing this is to discuss strengths and weaknesses regarding what is said and perhaps also what is not addressed in the book. What are the biases of the book and did you find them to be helpful or harmful or some combination?

I will evaluate your paper in terms of how well it summarizes the main themes addressed by Reid and how well you think about the book. Credit will be given for citing classroom discussions. If it is something I said, you can cite it as (Haber, in-class comment, 9/15/14) or if it was something a fellow student noted, you can cite it as (fellow student – unless you happen to know the person’s name, if so, use it – in-class comment, 10/18/14). I will also give points if you effectively cite outside reading. And, I will I also give credit to papers that are well written and will most definitely mark down papers that are poorly written and poorly edited. Do not hand me in a first draft that has not been edited by at least you if not one or two other people.

A papers do an excellent job of summarizing and analyzing.

B papers do a good or even excellent job of summarizing but tend to be light on the analysis or do excellent summary and analysis but are poorly written.

C papers do a good or even a very good job of summarizing but are analytically weak and usually also not very well written.

D papers display a lack of care and attention.

Pretty hard to get an F unless you do not hand in the assignment.

**Regarding citations: It is fine to use whatever format you find useful, so long as you reference specific pages numbers when making direct quotes. If you cite outside sources, include a bibliography.

Paper Assignment

Your assignment is to write a paper approximately ten pages in length (double spaced). You must clearly state a question to be investigated, a hypothesis to be substantiated, or a problem to be solved. That is, you must make an argument of some sort that directly responds to a question, hypothesis or problematic that is clearly stated at the outset of your paper.

You must speak to material presented in the required readings and class discussions (whether you agree with it or prefer to take issue with it). You must also incorporate additional material and incorporate that into your paper.

I do not care what system of citation you use as long as it is established (I do not want you to invent a new system, use one already in existence that you like). Direct quotes must list page numbers. You may use footnotes if you like (they are not required) but do not use endnotes. You must include a bibliography of works cited in your paper.

You must hand in a preliminary prospectus on November 20, that a minimum includes a title and first thoughts about the direction you plan to pursue. You may propose several ideas if you are still deciding between some alternatives at this point in the process. You are more than welcome to discuss your ideas with me during office hours or by appointment.

You are required to hand in a final prospectus that includes a clear statement of the question to be answered, the hypothesis to be substantiated, or the problem to be solved AND a preliminary bibliography no later than December 2. If you would like to hand this in earlier and get feedback, do it.

Papers are due, in class, on December 8 (this is the official time for the final during finals week for this class).

Papers written by two or more students together are permissible. In fact, I encourage them, because I think often working together with others can be more engaging and even fun and that the final product is often of superior quality. Furthermore, I think it is often possible to learn more when discussing the work with others as you go along. However, they are not for everyone, and I do not like to require students to do this because it is the best way to spoil the experience. You are required to discuss group projects with me in advance.

Evaluation of the paper:

A range. This paper is outstanding in form and content.

The ideas are original and insightful.

Claims are clearly stated and substantiated with some combination of reasoning and evidence.

Strong bibliography and use of citations and quotes.

The final subheading of the paper entitled "concluding comments and questions" is thought provoking and includes ideas for future pursuit.

The paper is very well written and edited.

B range.

The ideas are interesting but not original or notably important and insightful.

Claims are fairly well stated and usually substantiated with some combination of reasoning and evidence.

The analysis is simple with less appreciation for nuance than an A paper.

The paper is reasonably well written and edited.

C range.

The ideas are not all that interesting.

Claims and arguments lack clarity.

Key terms are not well defined.

The paper may be poorly written or having spelling or grammatical errors. It is clear that the student did not adequately proofread the paper or have help from others in doing so. Weak bibliography and use of readings to support the narrative.

D range.

Poorly written on most if not all fronts.