

**Government & Politics of Latin America**  
**Political Science 20181:790:311:01, Spring 2018**  
***Change, Inequality & Intervention***

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Time: M, W: 10 – 11:20am  
Conklin 237  
20181:790:311:01

Office Hours: Hill Hall, 722: Wednesday, 11:30 – 1:30 pm or by appointment (Hill Hall)  
Class website: Blackboard

**Course Description and Objectives**

The past 100 years in Latin America have been marked by dramatic political, economic and social changes; the highest levels of income inequality in the world; and a series of foreign interventions, primarily from the United States. This course offers an introduction to the political history and contemporary politics of Latin America, along with some of the main concepts and theories used by social scientists to understand the region. Through a comparative, historical approach, the course aims to help students understand the roots of the conflicts that have shaped each country's history, and the ongoing impacts of these critical moments on people, political and economic institutions, and regional relationships.

In first three weeks of the semester we will cover the empirical and theoretical bases necessary to understand the region. After this, each week we will discuss one country. In Monday's class, we will discuss the history of country up until and including a pivotal change in their history and focus on **WHY** that change occurred. In Wednesday's class, we will talk about the **CONSEQUENCES** of that change: what have been the long-term impacts of the change we discussed? Throughout the semester we will discuss how we can see connections to the larger themes of the class: the role of inequality; the role of social movements; and the role of the US.

**Guiding Questions:**

- What led to the political change?
  - Who were the key political actors, and what **constituencies** did they represent?
  - What were the most important issues?
- In what ways does income equality play a role in this change? How is inequality effected by this change?
- What was the role of the US?
- What was going in the world – in the economy, in international relations – that also played a role?

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During the course of the semester, we will do case studies of different Latin American countries, including Guatemala, Cuba, Chile, Nicaragua, Mexico, Colombia, Venezuela, Colombia, Bolivia and Ecuador.

<b>Class &amp; Date</b>		<b>Class Topic</b>
1.0	17-Jan	Intro
2.0	22-Jan	Inequality
2.1	24-Jan	Colonialism & Independence
3.0	29-Jan	Economies of LA: Dependency, ISI & Debt Crises
3.1	31-Jan	Economies of LA: Dependency, ISI & Debt Crises
4.0	5-Feb	Guatemala 1
4.1	7-Feb	Guatemala 2
5.0	12-Feb	Cuba 1
5.1	14-Feb	Cuba 2
6.0	19-Feb	Chile 1
6.1	21-Feb	Chile 2
7.0	26-Feb	Nicaragua 1
7.1	28-Feb	Nicaragua 2
8.0	5-Mar	Group Project Work / Mid-Term Review
8.1	7-Mar	Mid-Term Exam
<b><i>Spring Break</i></b>		
9.0	19-Mar	Colombia 1
9.1	21-Mar	Colombia 2
10.0	26-Mar	Mexico 1
10.1	28-Mar	Mexico 2
11.0	2-Apr	Bolivia & Ecuador 1
11.1	4-Apr	<b>Bolivia 2: Our Brand is Crisis</b>
12.0	9-Apr	Venezuela 1
12.1	11-Apr	Venezuela 2
13.0	16-Apr	Final Exam Review / Group presentation work
13.1	18-Apr	Group presentations
14.0	23-Apr	Group presentations
14.1	25-Apr	Group presentations
15.0	30-Apr	Group presentations
15.1	2-May	<i>Optional Review Session</i>
<b>Final Exam: Monday May 7th, 8:30 - 11:30 am</b>		

### *Government and Politics of Latin America*

The objective of the course is not only to understand what has happened in specific Latin American countries, but also to reflect on what the region's experiences as a whole can teach us about the requirements of and barriers to meaningful democracy and sustainable and equitable development around the world, including "north of the border." It will equip students with tools to address questions such as:

- What has been the relationship between different economic ideologies, democracy and human rights?
- What has motivated external intervention, and what have been the immediate and enduring impacts?
- What are the roots of economic inequality, and how has wealth inequality manifested itself as a socially, politically and economically relevant factor in the region?
- How does wealth inequality impact democracy?
- What has been the role of social movements and unions in political, social and economic change?
- How has racism affected political and economic development?
- How does the timing of economic, social, and political reform matter for outcomes?
- How can state actors be made accountable to the citizenry, for past, present, or future actions and decisions?

Students should finish the course with an in-depth understanding of the factors that contribute to or impede political and economic development, and a strengthened ability to engage in discussions about what US-based and international actors can and should do (or refrain from doing) to promote meaningful and equitable democratic development at home or abroad.

#### **Class structure**

This class will be run as a seminar. Attendance is compulsory, and informed class participation is essential. The seminar relies heavily on student-led discussion. This means that it is critical that you attend **all** sessions; unexcused absences will result in a significant lowering of your final grade (see "requirements," below).

For each class session, one or two students will be asked to serve as discussants. In order to prepare for this role, the discussants will 1) write a reading response memo (described below); and 2) prepare discussion questions for the class. The response memos and discussion questions must be circulated (via Blackboard) to the rest of the class by 10am on the Saturday before the week in which your paper will be discussed.

All students must review the memos and discussion questions in advance of class. On the session in question, the designated students will help to facilitate the class by offering short summaries and analyses of the readings (building on the written memos) and leading the class in discussion (building on the prepared questions).

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**REQUIREMENTS**

Course grades will be determined as follows:

5%	Paper 1
15%	Attendance and Participation
<b>20%</b>	<b><i>Discussion Leader Memo (1)</i></b>
10%	News Analyses (2)
15%	Mid-term
<b>20%</b>	<b><i>Final Group Paper/Presentation</i></b>
20%	Final Exam

**Class attendance and participation**

Your attendance and participation account for 15% of your final grade. Grades will reflect not just the quantity, but also the quality, of your participation, as well as the degree to which you listen to and engage with your classmates. This includes having read and thought about your classmates' response memos and discussion questions in advance of class, and I will evaluate your participation in each session. If you have a legitimate reason why you cannot attend a class (for example, due to a health or family emergency, or religious observances), you must notify me and receive prior approval for that absence. Appeals after class will not be considered.

If absences are unexcused (does not include absences during first 2 class sessions):

- 2 absences: no penalty
- After this, your final grade is lowered by 2 points for each additional absence.
- Three late arrivals count as an absence.

\*\* Blackboard check-in required at beginning of each class.

If you are going to miss a class, within 24 hours of your absence, the University requires you to use the University absence-reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. Please keep in mind that using the reporting system does not mean that your absence is automatically considered "excused." If you miss a class or exam for religious reasons, please consult <http://www.state.nj.us/education/genfo/holidays1112.htm>

**WRITING ASSIGNMENTS:**

**1) Discussion Leader Memo**

You will prepare one reading response memo during the semester.

- a. Memos should be 2-3 pages (single spaced) in length.
- b. Each memo will focus on either the CAUSES of the political upheaval; or the CONSEQUENCES of that change. You should focus on answering the country-specific discussion questions included in the syllabus to guide you in your analysis. The important thing is not to summarize or cover all readings – but to seriously analyze, using the assigned **and optional readings**, what caused the change we are focusing on that week.

In addition to the CAUSE/CONSEQUENCE discussion, you must address the following question:

- o Relate the causes/consequences of change in [this week's country of focus] to the cause/consequence in another country we have studied: What was the same? Different? What do these similarities or differences teach us about at least one the course's central themes: **Change, Inequality or Intervention?**
- c. Each memo should end by clearly formulating at least two questions for discussion.
- d. The reflections must discuss not only information from the required readings, but at least one recommended reading for the week as well.

You are required to circulate your memo and discussion questions in advance of class (via Blackboard) **no later than 10am on the Saturday before class.** This deadline is to ensure that your classmates have enough time to read and reflect on your memo before class. Failure to submit the memo on time will result in a serious deduction to your grade (see policy on late work below). Remember, you are responsible for guiding discussion for the sessions in question; failure to prepare and circulate your memo in time is a serious discourtesy to your classmates.

**ALL CLASS MEMBERS MUST READ THE MEMOS BEFORE THE START OF CLASS AND COME PREPARED WITH SOME THOUGHTS IN RESPONSE.**

Late Discussion Memos will be penalized significantly. These assignments are not useful if they are not produced in time for the class to read them.

## **2) News Analysis**

You will write two 500-600 word (1-2 pages) news analysis during the semester. This requires that you find and provide a link to a current news story related to a Latin American country and provide a summary and commentary explaining its relevance. The news source can be in any language (so if you are fluent in and read news sources in languages other than English, you may use those). The news analysis, however, needs to be written in English and should have the following form:

1. Summary of event or issue covered in the article/report (who, what, where, when). 100 words
2. Any information on the how's or why's of the event or issue provided by the source. 100 words.
3. A discussion of how this relates to a more general issue we have covered, will cover, or should cover in class (we can't cover everything!)...basically, tell us why this is relevant and important for students of Latin American politics. 200 words.
4. Questions that you have about this event or issue, or things about which you would like to know more or would like to ask your classmates about (for responses or perspectives). 100 words.

You will email these news analyses to me at [janice.gallagher@rutgers.edu](mailto:janice.gallagher@rutgers.edu) **no later than 10am on the Saturday before class**. You will present this story at the beginning of class briefly, highlighting the 4 parts listed above.

## **3) Final Group Paper/Presentation**

There will be a final paper and group presentation. In these group presentations, students will focus on a country or city/state in Latin America, and write about the causes and consequences of a political change within the selected case. Groups of approximately 4 people each will be assigned before spring break. The final group paper will not be too long: about 20 pages total/five pages per group participant. The final presentation will be between 20 and 25 minutes.

### **Mid-Term and Final Exam:**

The **mid-term exam** will be held during class on **March 7<sup>th</sup>**, immediately before spring break, and will consist of one essay question, short answers, and IDs (fill in the blanks).

The **final exam** is **Monday, May 7<sup>th</sup> from 8:30 –11:30 am**. It will include essay questions, **IDs and short answers** (fill in the blanks). The exam will include material covered on the readings and in class. You are not required to draw on sources that do not appear on the syllabus (this is not a research paper). To earn an A, you will be required to reference, in a substantive way, multiple recommended items on the syllabus (i.e., to show that you have read and synthesized the other course readings).

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**Late work.** Work submitted after the date and time due will lose one letter grade (10%) per day late. Work submitted late [e.g. after 10:00 am] on the date due will still be considered a full day late. Please let me know in advance if you are unable to complete an assignment on time. If there is a legitimate reason (for example, a health or family emergency), I will work with you to find a suitable arrangement. Petitions for extensions after the deadline will not be considered.

**Writing and formatting.** All assignments should be double-spaced, one-inch margins, 12-point Times New Roman, except for the discussion memos (which should be single-spaced). You must provide citations (footnotes or parenthetical) in the text, accompanied by a full bibliography. Please refer to the APA Style in the Rutgers Libraries citation guide (<http://libguides.rutgers.edu/writing/citations#s-lg-box-wrapper-8116779>). The clarity of your writing matters greatly. Please copy-edit all work. For writing assistance, contact Rutgers Newark's Writing Center: <http://www.ncas.rutgers.edu/writingcenter>

**Academic integrity.** All students are expected to know and comply with the university's policies on academic integrity. Your work must be fully your own. It is necessary to acknowledge the work and ideas of others with proper citations. Plagiarism is a serious offence, and no forms of borrowing without acknowledgement are acceptable. It is your responsibility to familiarize yourself with the academic code. See: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

*Public Domain:* All work produced in this class may be read by your peers and instructor.

**Accommodations for Students with Disabilities:** Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Student and Employee Accessibility Services by calling 401-863-9588 or online at <https://uhr.rutgers.edu/policies-resources/policies-procedures/policy-and-compliance-guidelines/disability-accommodations>

### **COURSE MATERIALS**

There is one required book for this class:

\* Skidmore, Thomas E., and Peter H. Smith, 2013. *Modern Latin America*.

### **THIS IS A DYNAMIC SYLLABUS AND WILL CHANGE!**

When I change the syllabus I will post an announcement in Blackboard, which will email the entire class. You are expected to receive and read these emails within 24 hours.

### **Blackboard**

The readings in this class are mostly journal articles and book chapters. I will upload book chapters to Blackboard, but expect you to download journal articles.

*Please take note that in using Blackboard you are agreeing to comply with copyright restrictions that apply to the materials posted. You may use these materials only for academic purposes as they relate to the course and may not disseminate them to others.*

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**I. INTRODUCTION**

***Week 1: Introduction to Course and Assignments:  
1/17/18***

- Review of syllabus
- Map Quiz

***Week 2: Inequality & Independence***

***1/22/18***

***Required Readings:***

- Skidmore, Thomas E., and Peter H. Smith, 2013. *Modern Latin America*. [hereafter referred to as MLA]
  - Chapter 1 (pgs. 1-12)
  - Bottom of 365 - 369
- “Latin America is the world’s most unequal region. Here’s how to fix it.” World Economic Forum: Available at <https://www.weforum.org/agenda/2016/01/inequality-is-getting-worse-in-latin-america-here-s-how-to-fix-it/>  
<http://www.worldbank.org/en/news/feature/2013/06/14/latin-america-inequality-shared-prosperity>

***Required: (1/4 class)***

- ***1 page (double spaced) reflection: What do “Latin American” countries have in common? Why is Latin America studied as a region?***
- ***What did you learn about inequality in Latin America from these readings? What do you think the causes of inequality are?***

***Copy and paste responses to Blackboard by 10am Saturday, 1/20/18***

Optional: SKIM Social Panorama on Latin America (on blackboard).

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***Week 2 continued...***

**1/24/18: Required Reading:**

- MLA Ch. 2 (pgs. 16-44). SKIM Brazil-focused parts 25 – 29; 37-39]  
[**Note:** *This book is denoted MLA in the schedule of readings below.*]

**Optional:**

- Centeno, Miguel Angel. “Blood and Debt: War and Taxation in 19th Century Latin America,” *American Journal of Sociology* 102:6 (May 1997), pp. 1565-1571; 1573-1578; 1582-1595; 1598-1599.

***Required: (1/4 class)***

- ***1 page (double spaced) reflection: Summarize Latin American countries’ experience with colonization and independence. How did colonialism contribute to inequality and political instability?***
- ***Copy and paste responses to Blackboard by 10am Tuesday, 1/23/18***

***Week 3: The Economies of Latin America: Liberalism, Dependency, ISI & Neo-liberalism***

**1/29/18: Required Reading:**

- MLA Chapter 12: pgs. 343 – 354; 357
- Eduardo Galeano. (1973) *The Open Veins of Latin America: Five Centuries of a Continent*. New York: Monthly Review Press. (pp. 1-8)  
Link to google book:  
[https://books.google.com/books?hl=en&lr=&id=PN9Q19-hQxsC&oi=fnd&pg=PR7&dq=open+veins+of+latin+america&ots=te\\_sAnN1Fw&sig=9DpV2gQcPKd5mKEjCqBskSb27I#v=onepage&q=open%20veins%20of%20latin%20america&f=false](https://books.google.com/books?hl=en&lr=&id=PN9Q19-hQxsC&oi=fnd&pg=PR7&dq=open+veins+of+latin+america&ots=te_sAnN1Fw&sig=9DpV2gQcPKd5mKEjCqBskSb27I#v=onepage&q=open%20veins%20of%20latin%20america&f=false)
  - Go to page 1 – which begins with the title “Introduction: 120 million Children in the Eye of the Hurricane

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Optional Reading:

- Schneider, Ben Ross. (1999). "The Desarrollista State in Brazil and Mexico" in *The Developmental State*, Editor Meredith Woo-Cumings. Ithaca: Cornell University Press. (276-2m5)
- Valenzuela, J. Samuel, and Arturo Valenzuela. "Modernization and dependency: Alternative perspectives in the study of Latin American underdevelopment." *Comparative politics* 10.4 (1978): 535-557.

**Required: (1/4 class)**

**1 page (double spaced) reflection:**

- What is economic liberalism, and how does it relate to comparative advantage?
- What is dependency theory, and what does it imply for Latin American economic development?
- How was ISI supposed to "fix" countries' economic problems?

**Copy and paste responses to Blackboard by 10am Saturday, 1/27/18**

**1/31/18: Required Reading:**

- Albert O. Hirschman, A Bias for Hope, "The Political Economy of Import Substituting Industrialization in Latin America," pp.85-101. (Blackboard)

Optional Reading:

- Gereffi, G., & Evans, P. (1981). Transnational corporations, dependent development, and state policy in the semiperiphery: A comparison of Brazil and Mexico. *Latin American Research Review*, 16(3), 31-64.

**Required: (1/4 class)**

**1 page (double spaced) reflection:**

- Did ISI work? How or why not? How have the economic policies we read about this week affected wealth inequality? Social unrest?
- What is the socialist response and how does it relate to the successes and failures of ISI?
- What is neoliberalism, and how did it contribute to debt crises?

**Copy and paste responses to Blackboard by 10am Tuesday, 1/29/18**

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**Week 4: Guatemala: The Arbenz Overthrow of 1954**

**Watch at Home:** *Granitos: How to Nail A Dictator* (PBS, 90 minutes, Guatemala/Riot Montt)

<https://vimeo.com/skylightpictures/skylight/video/58136937>

**2/5/18 Required Reading:**

Quick Overview of Guatemala History: MLA 84 – 88; 102 – 106

*Causes of 1954 Overthrow:* Stephen Schlesinger and Stephen Kinzer, *Bitter Fruit*, Chapters 1, 3, 4, 5 (6 is optional)

Optional:

- MLA 80 – 84 (General colonial, independence, history of Central America:
- Documentary: *When the Mountains Tremble*  
<https://www.youtube.com/watch?v=a4rG8nmgRw4>: *When the Mountains Tremble* filmed in 1982 at the height of the Guatemalan Army's repression against the Mayan indigenous people, has become a classic political documentary. It describes the struggle of the largely Indian peasantry against a heritage of state and foreign oppression. Centered on the experiences of Rigoberta Menchú, who later became a Nobel Peace laureate, the overall effect of the film is exhilarating. With clarity and energy it conveys the birth of a national and political awareness.

**2/7/18: Required Reading:**

*Effects of 1954 Revolution:* LaFeber, W. (1993). *Inevitable Revolutions: The United States in Central America*. WW Norton & Company. Selections (all in a pdf on blackboard: pages 166 - 173; 255 – 261; 359 – 368).

Optional reading:

Kate Doyle, "Justice in Guatemala," NACLA Report on the Americas, Spring 2012 (Blackboard)

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**Week 5: Cuba: The Revolution: 1953-1959 & Beyond**

**2/12/18: Required Reading:**

MLA 112 – 141

***Before the Revolution:***

Cuba Reader pp. 315-320; 321-325;

- Oscar Zanetti “The United Fruit Company in Cuba”
- Fidel Castro “History Will Absolve Me”
- Ernesto “Che” Guevara, “Reminiscences of the Cuban Revolutionary War”

***Optional Reading:***

- Brenner et.al., A Contemporary Cuban Reader, The Revolution Under Raul Castro (3rd edition) Bookstore and on reserve
  - \* Chapter 8, Armando Chaguaceda, “The Promise Besieged: Participation and Autonomy in Cuba.”
  - \* Chapter 9 Jorge Mario Sanchez Egozcue, “Challenges of Economic Restructuring in Cuba.”

**2/14/18: Required Reading:**

***After the Revolution:***

Cuba Reader: 344-353; 378-385

- Medea Benjamin, Joseph Collins, and Michael Scott “How the Poor Got More”
- Medea Benjamin, Joseph Collins, and Michael Scott, “The Agrarian Revolution”

Greg Grandin, “Fidel Castro, 1926-2016” The Nation (available online at <https://www.thenation.com/article/fidel-castro-1926-2016/>)

Naomi Glassman, “Revolutionary Racism: Afro-Cubans in an Era of Economic Change” (available online at <http://www.cetri.be/Revolutionary-Racism-Afro%E2%80...>)

Human Rights Watch, "New Castro, Same Cuba," November 18, 2009. On line at: <http://www.hrw.org/en/reports/2009/11/18/new-castro-same-cuba>

**Optional Reading:**

- Readings from NACLA July/August 2011 Vol. 44, No. 4:
- K. Hansing, “Changes from Below: New Dynamics, Spaces and Attitudes in Cuban Society.”

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***Week 6: The 1973 Allende Overthrow***

***2/19/18: Required Reading***

***Causes of the Allende Overthrow:***

MLA Ch 10: Skim 268 – 277; Read 277 - 290

Memo from Kissinger to Nixon from National Security Archive, available at:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB110/chile02.pdf>

ABC News, “CIA Admits Involvement in Chile” (Available online at

<http://abcnews.go.com/International/story?id=82588&page=1>)

***Optional:***

- “Remembering Salvador Allende” *Open Democracy* (Available online: <https://www.opendemocracy.net/senan-fox/remembering-salvador-allende>)
- “Chilean coup: 40 years ago I watched Pinochet crush a democratic dream” (Available online at <http://www.theguardian.com/world/2013/sep/07/chile-coup-pinochet-allende>)
- Documentary: *The Battle of Chile Part 1*. 1976. Director: Patricio Guzmán. 96 minutes. [https://www.youtube.com/watch?v=vTN5\\_Efx1n4](https://www.youtube.com/watch?v=vTN5_Efx1n4)

Judge and the General

***2/21/18:***

***Effects of the Allende Overthrow***

MLA: 290 – 295

Pamela Constable and Arturo Valenzuela, *A Nation of Enemies, Chile under Pinochet*, Chapters 11-12.

Achtenberg, Emily, Elections in Chile: Confronting the Legacy of Dictatorship NACLA Report on the Americas 47.1 (Spring 2014): 20-22.

***Optional:***

- Davis-Hamel, A. (2012). Successful Neoliberalism?: State Policy, Poverty, and Income Inequality in Chile. *International Social Science Review*, 87(3/4), 79-101.
- *Film*: Dateline: Chile, 1973 - ABC News [https://www.youtube.com/watch?v=V\\_UAHZsrX\\_A](https://www.youtube.com/watch?v=V_UAHZsrX_A)

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***Week 7: Nicaragua: Causes and Consequences of Sandinistas' Rise to Power***

**2/26/18**

***Causes Questions:***

*What led to the end of the Somoza regime, and the victory of the Sandinistas?*

*Were the Sandinistas communists?*

**2/26/18 Required Reading:**

- MLA 92 – 96
- LaFeber, W. (1993). *Inevitable Revolutions: The United States in Central America*. WW Norton & Company. Selections

***Consequences:***

*Why did the US fund the contras? Relatedly, what was the Iran-Contra scandal?*

*Would the Sandinistas have remained in power without the US-led resistance?*

*What has been the impact of the US support of the contras?*

*How have the Sandinistas changed since the 1970s?*

- Susan Kaufman Purcell, "The Choice in Central America," in *Foreign Affairs*, Fall 1987. (An argument in support of contra aid for the purpose of encouraging democratization in Nicaragua).
- Video: Reagan Speech on Contra Aid, 3/16/86 (15 minutes)  
<https://www.youtube.com/watch?v=Jx3g0ecBf34>
- Excerpts: From *Overthrow*: Kinzer, S. (2007). *Overthrow: America's century of regime change from Hawaii to Iraq*. Macmillan.
- Alejandro Bendana, "The Rise and Fall of the FSLN," *NACLA*, May/June 2004
- Leslie Anderson, "Nicaragua: Progress Amid Regress?", *Journal of Democracy*, Vol. 20, July 2009

***Optional:***

- John Lee Anderson, "The Comandante's Canal," *The New Yorker*, March 10, 2014  
<https://www.newyorker.com/magazine/2014/03/10/the-comandantes-canal>

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- Laura Nuzzi O'Shaughnessy, "Political bargaining and democratic transitions: a comparison of Nicaragua and El Salvador," Journal of Latin American Studies, v. 31, Feb 1999, pp.99-127 (Moodle).

***Week 8:***

***March 5<sup>th</sup>: Group Project Work / Mid-Term Review***

***March 7<sup>th</sup>: Mid-Term Exam***

***SPRING BREAK! Enjoy! Relax! No class 3/12 or 3/14***

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***Week 9: Colombia: La Violencia, the Rise of the FARC & the Road to Peace***

***March 19<sup>th</sup> Required Reading:***

- MLA 184 – 204
- Molano, A. (2000). The Evolution of the FARC: A guerrilla group's long history. *NACLA Report on the Americas*, 34(2), 23-31.

**Optional Reading:**

- Kirk, R. (2004). *More Terrible Than Death: Drugs, Violence, and America's War in Colombia*. PublicAffairs. Selections: *Chronology in Prologue*
- Tate, W. (2007). *Counting the dead: the culture and politics of human rights activism in Colombia* (Vol. 18). Univ of California Press. Selections.

***March 21<sup>st</sup> Required Reading:***

*Colombia: 204-211*

*On Blackboard:* Haugaard, L., Isacson, A., & Johnson, J. (2011). *A Cautionary Tale: Plan Colombia's lessons for US policy toward Mexico and beyond*. Latin America Working Group Education Fund.

***Colombia:***

*Colombia's Peace Agreement With the FARC Survives First Year*

<https://www.insightcrime.org/news/analysis/colombias-peace-agreement-farc-survives-first-year/>

***Elections:*** <http://www.newsweek.com/latin-america-presidential-elections-anti-establishment-candidates-714176>

***Optional:***

*Colombia Peace Process Timeline:*

<https://www.telesurtv.net/english/news/A-Timeline-of-Colombias-Peace-Process-20170626-0020.html>

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***Week 10: Mexico: From Perfect Dictatorship to Flawed Democracy***

***March 19<sup>th</sup> Required Reading:***

MLA Ch 3: 47 – 67

- 1st half of class: Revolution Causes and Consequences: 47 – 68;
- 2<sup>nd</sup> half: The Shift to Democracy: 69 – 78

***Optional:***

*Mexican Revolution:*

Walter Goldfrank, "World System, State Structure and the Onset of the Mexican Revolution," *Politics and Society*, 1975, pp.417-439.

Nora Hamilton, *Mexico, Political, Social and Economic Evolution*, pp. 29-61 (especially pages 29-38 and 49-61).

***March 24<sup>th</sup>:***

***Mexico:***

*MLA:*

*Mexico 68 – 78*

Alan Knight. *Narco-Violence and the State in Modern Mexico*. In Wil G Pansters, editor, *Violence, Coercion, and State-Making in Twentieth-Century Mexico: The Other Half of the Centaur*, pages 115–134. Stanford University Press, Stanford, CA, 2012.

***SKIM: Mérida Initiative:*** Seelke, C. R., & Finklea, K. M. (2010, July). US-Mexican security cooperation: The Mérida initiative and beyond. LIBRARY OF CONGRESS WASHINGTON DC CONGRESSIONAL RESEARCH SERVICE.

*Optional:*

***Transition to Democracy***

Davis, Diane. 2006. "Undermining the Rule of Law: Democratization and the Dark Side of Police Reform in Mexico." *Latin American Politics and Society* 48 (1): 55-86.

Chappell Lawson, "Mexico's Unfinished Transition: Democratization and Authoritarian Enclaves," *Mexican Studies* 16, No. 2 (summer 2000), pp. 267-287

***Week 11: Bolivia & Ecuador: The Rise of Indigenous Social Movements to the Presidency***

***April 2<sup>nd</sup> Required Reading:  
(2 papers)***

***INTRO:***

MLA Ch. 6 (selections) 142 – 145;

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Bolivia:

- MLA 149 – 151; 166 – 176
- Chapter 16: “Bolivia: Changes, Continuities, and Contradictions.”, pgs 283 – 298, Miguel Centellas

Ecuador:

- MLA 151 – 153; 176 – 183
- Chapter 17 “Ecuador: Change and Continuity after Ten Years of New Left Revolution” pgs 299 – 315, Jennifer Collins (from Latin American Politics and Development; on blackboard)

***Optional***

Yashar, D. J. (1998). Contesting citizenship: Indigenous movements and democracy in Latin America. *Comparative politics*, 23-42. (On Blackboard)

Evo Morales the film: <https://www.youtube.com/watch?v=iN9zMPjG2D4>

Anria, Santiago. "Social movements, party organization, and populism: insights from the Bolivian MAS." *Latin American Politics and Society* 55.3 (2013): 19-46.

Albro, Robert. (2005). “The Water is Ours, Carajo! Deep Citizenship in Bolivia’s Water War” in *Social Movements: An Anthropological Reader*. Hoboken: Wiley-Blackwell.

Martínez Novo, Carmen. (2013) “The Backlash Against Indigenous Rights in Ecuador's Citizen's Revolution” in *Latin America’s Multicultural Movements and the Struggle Between Communitarianism, Autonomy, and Human Rights*.

***April 4<sup>th</sup>: In Class Video: Our Brand is Crisis***

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*Government and Politics of Latin America*  
**Week 12: Venezuela: The Rise and Fall of Chavismo**

**April 9<sup>th</sup>: Required Reading:**

*Causes of Chavez's rise to power:*

How is early Venezuela - up until 1998 - the same and different from other countries we have studied?

What is the Punto Fijo pact, and how does it relate to Chavez's rise to power?

What explains Hugo Chavez' rise to power and his popularity?

**Required Reading:**

- MLA Ch. 8 212-235

**April 11<sup>th</sup>: Required Reading:**

*Consequences of Chavez's rule:*

What has the relationship of the US and Venezuela been since 1998?

What has caused the economic crisis in Venezuela, and what role does oil play?

How is Nicolás Maduro different than Chavez?

What has caused the opposition protests in Venezuela?

What happens next in Venezuela?

- Venezuela: Political decay amid the struggle for Regime Legitimacy" David J Myer. In "Wiarda, H. J., & Kline, H. F. (Eds.). (2013). *Latin American politics and development*. Westview Press. Page 217- 243

Readings by Guest Speaker: Dr. Gabe Hetland

- Why is Venezuela in Crisis? <https://www.thenation.com/article/why-is-venezuela-in-crisis/>
- How severe is the Venezuelan Crisis? <https://www.thenation.com/article/how-severe-is-venezuelas-crisis/>

**Optional Reading:**

- Dr. Hetland and Anti-Maduro Professor debate on Al Jazeera: <http://www.aljazeera.com/programmes/upfront/2017/05/maduro-turning-venezuela-authoritarian-170519084352238.html>
- Steve Ellner, "Venezuela's Social Based Democratic Model: Innovations and Limitations," *Journal of Latin American Studies* 43 (2011): 421-449.
- Rhodes-Purdy, Matthew. "Participatory Populism: Theory and Evidence from Bolivarian Venezuela." *Political Research Quarterly* 68:3 (2015): 415-427.

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- Louise Jeffries, "Transformative Nationalism in Latin America," *Renewal: A Journal of Social Democracy* 16:1 (2008), available at:  
<http://renewal.org.uk/articles/transformative-nationalism-in-latin-america/>

***Week 13:***

***April 16<sup>th</sup>***: Group Presentations: 2 groups

***April 18<sup>th</sup>***: Group Presentations: 2 groups

***Week 14:***

***April 23<sup>rd</sup>***: Group Presentations: 2 groups

***April 25<sup>th</sup>***: Group Presentations: 2 groups

***Week 15:***

***April 30<sup>th</sup> Latin America today:***

- MLA Chapter 16 (All)

***May 2<sup>nd</sup>: Optional Review Session***

**Final Exam: Monday May 7th, 8:30 - 11:30 am**