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 \textit{WHY} that change occurred. In Wednesday’s class, we will talk about the \textit{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 \textit{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 affected 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?
**Government and Politics of Latin America**

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.

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

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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:
   ○ 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 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 7th, 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 7th 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).
Government and Politics of Latin America

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:

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.
Government and Politics of Latin America

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


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

- 1 page (double spaced) reflection: What do “Latin American” countries have in common? Why is Latin America studies 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).
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:

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
  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=g9DpV2gQepkd5rnKEjCqBsKsB27l#v=onepage&q=open%20veins%20of%20latin%20america&f=false
  Go to page 1 – which beings with the title “Introduction: 120 million Children in the Eye of the Hurricane
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Optional Reading:


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:


Optional Reading:


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

Spring 2018
**Government and Politics of Latin America**

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

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

**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](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:**


Optional reading:
Kate Doyle, “Justice in Guatemala,” NACLA Report on the Americas, Spring 2012 (Blackboard)
**Government and Politics of Latin America**  
**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:*  
Cuba Reader: 344-353; 378-385  
- Medea Benjamin, Joseph Collins, and Michael Scott “How the Poor Got More”  


Human Rights Watch, "New Castro, Same Cuba," November 18, 2009. On line at:  

**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.”  

*Spring 2018*
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


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)
  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.


Optional:
- Film: Dateline: Chile, 1973 - ABC News https://www.youtube.com/watch?v=V_UAHZsrX_A

Spring 2018
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

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?


• Video: Reagan Speech on Contra Aid, 3/16/86 (15 minutes)
  https://www.youtube.com/watch?v=Jx3g0ecBf34


• Alejandro Bendana, “The Rise and Fall of the FSLN,” NACLA, May/June 2004


Optional:
  https://www.newyorker.com/magazine/2014/03/10/the-comandantes-canal
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Week 8:

March 5th: Group Project Work / Mid-Term Review

March 7th: Mid-Term Exam

*SPRING BREAK! Enjoy! Relax! No class 3/12 or 3/14*
March 19th Required Reading:
- MLA 184 – 204


Optional Reading:


March 21st Required Reading:

Colombia: 204-211


Colombia:
Colombia’s Peace Agreement With the FARC Survives First Year


Optional:
Colombia Peace Process Timeline:
Week 10: Mexico: From Perfect Dictatorship to Flawed Democracy

March 19th Required Reading:
MLA Ch 3: 47 – 67
  o 1st half of class: Revolution Causes and Consequences: 47 – 68;
  o 2nd half: The Shift to Democracy: 69 – 78

Optional:
Mexican Revolution:

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

March 24th:
Mexico:
MLA:
Mexico 68 – 78


Optional:
Transition to Democracy

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

April 2nd 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

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


April 4th: In Class Video: Our Brand is Crisis

Spring 2018
Week 12: Venezuela: The Rise and Fall of Chavismo

April 9th: 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 11th: 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?


Readings by Guest Speaker: Dr. Gabe Hetland

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
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Week 13:

April 16th: Group Presentations: 2 groups
April 18th: Group Presentations: 2 groups

Week 14:

April 23rd: Group Presentations: 2 groups
April 25th: Group Presentations: 2 groups

Week 15:

April 30th Latin America today:
  - MLA Chapter 16 (All)

May 2nd: Optional Review Session

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