

Syllabus GVPT 482H Government and Politics of Latin America
Fall Semester 2018
Classroom SQH 1117
Tuesdays and Thursdays 2:00PM - 3:15PM

Professor: Isabella Alcañiz

Email: ialcaniz@umd.edu

Office: TYD3104A Department of Government and Politics (GVPT), University of Maryland

Office Hours: Thursdays 11:30AM-01:30PM

This course examines key political and economic policies in Latin America over the past four decades. The seminar will be of interests to students who wish to deepen their knowledge of major events and trends in the region, such as the democratic transitions of the 1980s, the market reforms of the 1990s, and the rise of a Leftist leadership in the 2000s. Students will survey the main debates of contemporary political economy in the region. Drawing from studies in the field of Comparative Politics and Latin American Studies, this course explores the interactions of political and economic actors under specific international conditions, with a particular emphasis on how the state structures, channels and negotiates the economy. Please note that the course does not have a textbook. Rather, similar to graduate seminars, students must read before class a number of research articles, policy reports, and book chapters assigned to each week. The course is organized in three sections: readings on the STATE, on the ECONOMY, and on SOCIETY. This organization is mainly analytical, as most readings touch on two or all three of these areas. But authors prioritize their focus. An important exercise of this class will be to determine how do different authors direct the arrows of causal explanation: do economic factors shape political outcomes? Do state institutions determine political participation?

Course Readings:

All class readings are available to you on Elms in the weekly module (or folder) when they are due. In addition, I might post short readings, such as newspaper articles or any other class handout, so please make sure you check regularly the weekly modules for them.

GVPT 482H and BSOS Policies: <http://www.ugst.umd.edu/courserelatedpolicies.html>

Course Evaluation is based on the following:

Participation (10% of final grade)

To do well in participation you must come to class well prepared and ready to comment on the readings: pose questions, share your own take of the readings, help further and deepen discussion with your classmates. There will be in-class exercises, either individual or group based. Completion of these in-class projects determines in great part your course participation grade, so make sure you do not miss class other than for excused absences. In addition, the class will have a skype session (date TBA) with an expert from Venezuela, who will hold a Q&A with us to discuss the difficult political and social crisis the country is experiencing. Students will have the opportunity to ask any questions about the situation in Venezuela. If possible, we will also skype with a legal expert in gender politics from Argentina to discuss the legislative battle over the legalization of abortion earlier this year.

If for any reason participating in class gives you concern, please come see me at the beginning of the semester and I will gladly help you with this.

Special Note on Attendance: As class participation is so important, it goes without saying that attendance is critical. You cannot get any credit for participation if you are not in the classroom. Regularly, I will check attendance at the beginning of class but please note that I will not count you present if you are late.

Research Design on the State (10% of final grade)

In this assignment, students are asked to formulate a viable and relevant research question drawing from the research discussed in the first section on the state. In just one page, students will (1) state their research question, which must address an actual empirical puzzle of the region or country in the region; (2) formulate one hypothesis to be tested; (3) make explicit whether the DV and main IVs are political, economic, or societal variables (one must be state or regime-related); and (4) identify two sources of data (with full reference and corresponding online link). This exercise will test the causal thinking of students, their skills in designing a research project, and their understanding of the salience and relevance of contemporary Latin American problems. It is due on **Tuesday September 18** both on Elms and a hardcopy in class. Further instructions will be posted on Elms.

Two In-Class Exam (25% and 35% each)

There will be two exams (one midway through the semester, the other at the end) where students will be tested on their knowledge of key concepts, theories, and facts. Exam dates are Thursday October 11 and Saturday December 15, 10:30AM-12:30PM.

We will have a review session on Tuesday, October 9 for the first one. To make good use of the review session, make sure you bring questions to class. The final exam will cover the entire semester.

Short Paper or Blog Post (20% of final grade)

This assignment gives students the opportunity to carry out research on a Latin American country of their choosing. Drawing from the concepts and theories covered in the course, students will write a two-page memo. The memo will examine two issues/problems in one of the policy areas analyzed in class (one has to be on the economy) and will conclude with two recommended solutions. Students should upload the paper to Elms and bring a hard copy to class on Tuesday November 6th. I will provide specific guidelines for this assignment later in the semester.

Alternatively, you might choose to write a **blog post** instead of a short paper. **If you choose this assignment, these are the conditions:**

You will need to work carefully with me to ensure that you submit your best work.

Grade is conditional on submission (but not acceptance).

As noted above, a blog post needs to reference existing academic research, so you will have to do a more detailed survey of the literature than for the memo assignment.

It also entails doing more research.

You may pair up for the blog assignment (maximum, two students).

Bloggers will get a week extension on the memo assignment, which means you **MUST** submit your piece to a blog BY November 15.

You will need to show me and discuss with me your blog post. Please make sure I see it before submission and at least **BEFORE** November 6.

A great blog post links salient issues in the news to new research findings or a body of existing research. Read here for the “gold standard” (Monkey Cage) of what a Political Science blog piece should do:

<https://www.dropbox.com/s/pvsf3q1dhvqgsbz/Monkey%20Cage%20Guest%20Post%20Guidelines.pdf?dl=0>

A good description of an engaging blog post by the LSE Undergraduate Political Review: “The blog is a dynamic, accessible outlet for students to treat specific political topics in a succinct and lucid way through the presentation of well-researched arguments. The LSE UPR invites the application to politics of a range of disciplinary perspectives, both within and without the social sciences, both empirical and theoretical.”

In short, the bar for a PS blog piece is much higher than a policy memo assignment. It has to be well-written and polished. The subject matter needs to be current, relevant, interesting. References to empirical findings and new and existing literature are critical.

The upside to the extra work is that a published blog post is a great line on your CV. And of course, you get bragging rights.

ALL STUDENTS MUST DECIDE ON THE ASSIGNMENT (MEMO OR BLOG POST) AND LET ME KNOW BY Week 7 (October 9-11).

Possible blogs to submit:

<https://theglobalamericans.org/category/from-the-classroom/> (the editor of this Columbia University blog has offered to give us guidance on submitting)

This one is the LSE Undergraduate Political Review: <http://blogs.lse.ac.uk/lseupr/files/2015/10/LSEUPR-BLOG-SUBMISSIONS-PDF.pdf>

This one “America Latina Hoy” is in Spanish: <https://latinamericahoy.es/contacto/>. If you have the language skills or can secure translation of your piece into Spanish, it might be interesting. I won’t translate your blog piece, but I promise to look it over carefully not just for substance and style, but also language.

Academic Honesty:

Please read carefully the following statements from the UMD Teaching Policies and Guidelines: “The student-administered University Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge, “I pledge on my honor that I have not given or received any unauthorized assistance on this examination or assignment.” Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (4-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct (studentconduct.umd.edu).”

This course has a zero tolerance policy regarding academic dishonesty. All potential violations will be forwarded to the Student Honor Council.

Students with Disabilities:

Students who anticipate problems with fulfilling course requirements because of the way they see, hear, read, or get around campus should

advise me within the first two weeks of class. Special arrangements will be made in cooperation with staff at the Disability Support Services (301.314.7682 or Dissup@umd.edu)

THE STATE

Week 1 August 28 and 30

We will go over syllabus and class expectations on Tuesday

The Democratic State

Geddes, Barbara. 1999. "What Do We Know About Democratization After Twenty Years?"

Annual Review of Political Science 2: 115–44.

Mainwaring, S. and Pérez-Liñán, A. (2013). "Democratic Breakdown and Survival" *Journal of Democracy* 24 (2): 123-137.

Week 2 September 4 and 6

The Single-Party State

Martinez-Gallardo, C. (2012). "Mexico" in *Case Studies in Comparative Politics*, Ed. Samuels, D.J. Pearson Higher Ed, pp. 236-276.

Magaloni, B. (2005). "The Demise of Mexico's One-Party Dominant Regime: Elite Choices and the Masses in the Establishment of Democracy" in *The Third Wave of Democratization in Latin America: Advances and Setbacks*, Eds. Frances Hagopian and Scott P. Mainwaring, Cambridge University Press, pp. 121-146.

<https://www.cfr.org/backgrounder/central-americas-violent-northern-triangle>

Week 3 September 11 and 13

The Subnational State

Gibson, E. L. 2013. *Boundary control: Subnational authoritarianism in federal democracies*. New York: Cambridge University Press, Chapters 2 and 4.

https://www.washingtonpost.com/news/monkey-cage/wp/2016/10/01/heres-the-century-long-history-behind-colombias-peace-agreement-with-the-farc/?utm_term=.e80c3116f3b9

Week 4 September 18 and 20

The Resource State

Karl, T. L. (1997). *The paradox of plenty: Oil booms and petro-states*. University of California Press, pp. 3-22.

Mazucca, S. (2013). Natural Resources Boom and Institutional Curses in the New Political Economy of South America" in *Constructing Democratic Governance in Latin America*, Eds. Dominguez, J. and Shifter, M. Johns Hopkins University Press, pp. 102-26.

Sagarzazu, I. and Thies, C. 2018. The Foreign Policy Rhetoric of Populism: Chávez, Oil and Anti-Imperialism. *Political Research Quarterly*.

Skype Q&A with Professor Iñaki Sagarzazu (Political Science, Texas Tech) about Venezuelan contemporary politics. Check out Professor's Sagarzazu's research at:

<https://www.depts.ttu.edu/politicalscience/faculty/sagarzazu-inaki.php>

Research Question and Design Assignment on the State is due in class and Elms on Tuesday September 18

Week 5 September 25 and 27

Documentary: Cocalero (Bolivia) 2007

THE ECONOMY

Week 6 October 2 and 4

Neoliberalism

Baker, A. (2003). Why is Trade Reform so Popular in Latin America? A Consumption-Based Theory of Trade Policy Preferences. *World Politics* 55 (3): 423-455.

The Washington Consensus

Week 7 October 9 and 11

Midterm Review on Tuesday 9

In-Class Exam on Thursday 11

Short paper or blog post? Decide this week.

Week 8 October 16 and 18

Trade and Debt

Alcañiz, I. and Hellwig, T. (2011). "Who's to Blame? The Distribution of Responsibility in Developing Democracies." *British Journal of Political Science* 41 (2): 389-411.

Michaelowa, K., & Humphrey, C. S. (2010). "The Business of Development: Trends in Lending by Multilateral Development Banks to Latin America, 1980-2009" Working Paper #65 of the Center for Comparative and International Studies (CIS), University of Zurich.

China as a major investor in Latin America

Week 9 October 23 and 25

Inequality

https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/15/will-colombias-next-president-be-a-former-left-wing-guerrilla/?utm_term=.bf116dd891c4

Tepperman, J. (2016). "Brazil's Antipoverty Breakthrough: The Surprising Success of Bolsa Familia." *Foreign Affairs*, 95: (34-44).

Week 10 October 30 and November 1

Inequality (II)

Documentary Waste Land (Brazil) 2010

Week 11 November 6 and 8

Commodity Boom

Weyland, K. (2009). "The Rise of Latin America's Two Lefts: Insights from Rentier State Theory." *Comparative Politics* 41 (2): 145-164.

Harmer, T., & Burton, G. (2010). "Powering up: Latin America's energy challenges" (Bolivia, Brazil, Mexico, Paraguay, Ecuador and Venezuela). Report prepared by IDEAS at the London School of Economics.

Paper Due Tuesday November 6 in Class

SOCIETY

Week 12 November 13 and 15

Environmental Politics

Kauffman, C.M. and Martin, P.L. (2016). Can Rights of Nature Make Development More Sustainable?

Why Some Ecuadorian Lawsuits Succeed and Others Fail. *World Development* 92: 130–142.
Hochstetler, K., & Keck, M. E. (2007). *Greening Brazil: environmental activism in state and society*. Duke University Press, pp. 1-22 and 97-139.

Blog Post Due Thursday November 15 in Class.

Week 13 November 20 and 22 Thanksgiving Week, No Class

Week 14 November 27 and 29

Indigenous and Race-based Politics

Yashar, D. J. (2015). Does Race Matter in Latin America: How Racial and Ethnic Identities Shape the Region's Politics. *Foreign Affairs* 94: 33-40.

The World Bank. (2015). *Indigenous Latin America in the Twenty-First Century*. Washington, DC: World Bank.

Week 15 December 4 and 6

Gender Politics

Krook, M. L. (2010). *Quotas for women in politics: Gender and candidate selection reform worldwide*. Oxford University Press, pp. 3-17 and 161-182.

Final exam date (@SQH1117: Saturday December 15, 10:30AM-12:30PM)