

**DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE**

**POLI 3360.03 POLITICAL SCIENCE – Latin American Politics**

**Instructor: Robert Finbow, Henry Hicks 365, finbow@dal.ca**

**Office Hours: M-W 3-4 or by appointment.**

**COURSE DESCRIPTION:** This seminar for advanced undergraduates examines one of the world's most dynamic, diverse and rapidly changing regions. It surveys Latin America's search for democracy from colonial to contemporary times. Students examine differing perspectives on the nature of democracy and explore Latin American political history and development, including the indigenous foundations, the colonial impositions, and more recent foreign intervention. The course examines political structures and values, the authoritarian presidency, military politicization, party competition and electoral politics. The course also examines state-society relations, the immense inequality, the changing role of women and the remobilization of indigenous peoples and the impact of liberalization and reactions from civil society. The course concludes by examining prospects for consolidation of democracy and liberalization in the contemporary era of globalization, and the significance of the rise and decline of the political left.

**READINGS:** The required text for this course is **Peter H. Smith with Cameron Sells, Democracy in Latin America: Political Change in Comparative Perspective 3<sup>rd</sup>. ed. Oxford, 2017.** Students can purchase the digital rental through this link: <https://www.redshelf.com/book/527134/democracy-in-latin-america-527134-9780190651688-peter-smith-cameron-sells>

Many electronic resources have been collected on the Brightspace page for this course or on reserve at the Killam Library. Some reserve texts provide country studies or thematic overviews. These include Harry Vanden and Gary Prevost Politics of Latin America : the power game; Thomas Skidmore and Peter Smith, Modern Latin America; Duncan Green Faces of Latin America ; Felipe Arocena and Kirk Bowman, Lessons from Latin America; Gregory Weeks Understanding Latin American Politics University of North Carolina e-book <https://omp.uncc.edu/library/catalog/book/7>

**LATIN AMERICAN POLITICS ON THE INTERNET:** There are many useful web pages on Latin American politics, history, journalism, society and culture. The rapidly changing nature of the subject matter makes these pages an invaluable resource for essay research on contemporary themes. Some of these will be linked to the Brightspace page for the course. Sample web pages include:

**Handbook of Latin American Studies** <https://hlasopac.loc.gov/>; <http://lcweb2.loc.gov/hlas/>  
**John's Hopkins University Resources** <https://guides.library.jhu.edu/latin-american-studies/digital-resources>  
**The Oxford Encyclopedia of Latin American Politics** <https://oxfordre.com/politics/page/latin-american-politics/the-oxford-encyclopedia-of-latin-american-politics>  
**Latin American Network Information Center** <http://lanic.utexas.edu/>

**ACADEMIC JOURNALS ON LATIN AMERICAN STUDIES:** Useful journals online, in the library or at other local universities include Latin American Perspectives, the Canadian Journal of Latin American Studies, Latin American Research Review, Journal of Latin American Studies; Latin American Politics and Society; NACLA's Report on the Americas, Third World Quarterly and many others.

**ELECTRONICS IN THE CLASSROOM:** While I have not formally banned electronics as some faculty have done, I have noticed them to be a significant distraction which keeps some students from engaging with their colleagues and the instructor to further discussions of the concepts and topics. I would ask you to consider minimizing their use unless required for accessibility purposes. FYI here is an article outlining the problems for students and for the class as a whole. [https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?\\_r=0](https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?_r=0)

## STUDENT ASSIGNMENTS:

Students will sign up for **one assignment as presenter** to make up **20%** of the final grade. Debate themes will be distributed via Brightspace soon. Student presentations should focus on the **principal themes** of the assigned articles, with the presenters taking opposite sides (or different takes) on the suggested topics. Students should meet prior to the class to work out who will present on each topic. (Sometimes, students find it worthwhile to stage a debate on the themes, but the readings may not always support a debate format. Students are encouraged but not required to use this format). Statements on each question should not exceed **seven to ten minutes** in length. Presenters should submit a written version of their presentation to the professor each week **at the start of the class before** they present. Failure to do so will result in a deduction of **5% out of 20%**. Presenters should avoid reading their papers and should highlight key, controversial points. Presenters should **coordinate their participation** before class, to ensure that all assigned readings are covered, and the debate topic is thoroughly explored. The presentations **are not intended to be article summaries** but should involve an attempt to make an argument for or against a debate proposition.

Students are expected to attend and participate regularly in other weeks for **20%** of the grade. In addition to attendance and classroom participation, students can earn participation credits through use of web resources and suggestion of links etc. Students must provide a declaration of absence form or provide evidence of valid grounds for missing classes. Missed assignments or exams require medical or accommodation documentation.

## ESSAY ASSIGNMENT:

Students should submit a **proposal** on their **essay topic**, including an annotated bibliography, thesis statement, and outline of basic argument by **February 13<sup>th</sup>**. The proposal is not graded but failure to submit once results in loss of 5% of the final essay grade (which would be marked out of 25% instead of 30). The instructor will provide feedback on the proposals. The final research essay of 10-12 pages, due on **March 27<sup>th</sup>**, will be worth **30%**. Proposals and essays must be submitted via Brightspace drop box for **Urklund** screening; a printed version of the essay is also required. Late assignments are penalized **2% per day late**. A list of suggested essay topics will be distributed on Brightspace. Students can adjust their essay topic so long as it fits course themes on **American domestic political systems and processes** and they receive **prior approval** of the instructor. Information on all assignments, including debate themes and essay topics will be posted on the Brightspace page early in the term.

There will be a **final examination** for the course, to be worth **30%** of the final grade for the course. The exam will cover material from assigned readings, lecture/discussions, and presentations. It will be a closed book exam in the regular examination period in April. Students will complete 2 essay questions, chosen from three sections spread across all topics from the term. Sample questions will be posted online.

You must complete **all assignments** to pass the course. The course's grading scheme follows the Dalhousie undergraduate academic calendar. The grading thresholds are:

90-100 = A+	77-79 = B+	65-69 = C+	50-54 = D
85-89 = A	73-76 = B	60-64 = C	below 50 = F
80-84 = A-	70-72 = B-	55-59 = C-	

## SEMINAR TOPICS:

The following are the seminar topics for the course. Students are expected to read the required readings for presentations and discussion and to attempt recommended readings where possible. Debate topics will be circulated soon.

## **1 Introduction to Latin American Politics**

**Read:** Peter H. Smith with Cameron Sells, Democracy in Latin America, “Introduction” text

Gregory Weeks Understanding Latin American Politics University of North Carolina e-book chapter 1  
<https://omp.uncc.edu/library/catalog/book/7>

**Recommended:** Howard Wiarda and Harvey Kline, Latin American Politics and Development Chapter 1.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=421209&site=ehost-live> \*Link to full e-book

**Thomas Skidmore and Peter Smith, Modern Latin America "Prologue"**

**Killam In-Library Reserves: F1413 .S55 2005**

## **2. Historical Overview of Latin American Politics**

**Read:** Smith and Sells, Democracy in Latin America, Chapters 1, 2 text

Howard Wiarda and Harvey Kline, Latin American Politics and Development Chapter 2.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=421209&site=ehost-live>

\*Link to full e-book

**Recommended:**

Gregory Weeks Understanding Latin American Politics University of North Carolina e-book Chapter 2,3 ,4  
<https://omp.uncc.edu/library/catalog/book/7>

Donald J. Mabry, Colonial Latin America Historical Text Archive  
<http://historicaltextarchive.com/latin/colonial.pdf>

**Skidmore and Smith, Chapter 1, 2- Killam In-Library Reserves: F1413 .S55 2005**

**Duncan Green, Faces of Latin America Chapter 7. Killam In-Library Reserves: **F 1414 G74 2006****

Victor Bulmer-Thomas The Economic History of Latin America Since Independence Cambridge University Press, Year 1995 (introductory excerpt).  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=120476&site=ehost-live>

\*Link to full e-book

## **3. External Influence and American Intervention**

**Read:** Smith and Sells, Democracy in Latin America, Chapter 4 text

Peter Hakim, “The Uneasy Americas” Foreign Affairs 80, 2 March 2001, 46-61.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=4127128&site=ehost-live>

J. Patrice McSherry, "Preserving Hegemony: National Security Doctrine in the Post-Cold War Era" NACLA Report on the Americas, Nov.-Dec. 2001  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=3929639&site=ehost-live>

Mark T Gilderhus "Forming an Informal Empire without Colonies: U.S.-Latin American Relations" Latin American Research Review. 40, 3 2005, 312-26.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=18791124&site=ehost-live>

**Recommended:** James Cockcroft, "Imperialism, State and Social Movements in Latin America" Critical Sociology 32, 1 2006, 67-81.

<http://ezproxy.library.dal.ca/login?url=http://journals.sagepub.com/doi/abs/10.1163/156916306776150269>

Ward, P. M. (2005). EDITOR'S FOREWORD. Latin American Research Review, 40(3), 5-13.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=18790879&site=ehost-live>

**Skidmore and Smith, Chapter 11. Killam In-Library Reserves: F1413 .S55 2005**

#### **4. The Political Culture of Presidentialism**

**Read:** Smith and Sells, Democracy in Latin America, Chapters 5, 6, 140-51. Text

Paul Sondrol "The Presidentialist Tradition in Latin America" International Journal of Public Administration, 28 (Number 5-6 2005), 517-530.  
<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1081/PAD-200055210>

Marta Lagos, "Latin America's Smiling Mask." Journal of Democracy 8, 3 (1997):125-138.  
[http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal\\_of\\_democracy/v008/8.3lagos.html](http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal_of_democracy/v008/8.3lagos.html)

**Recommended:** R R Ludwikowski "Latin American Hybrid Constitutionalism: The United States Presidentialism in the Civil Law Melting Pot" Boston University international law journal. 21, 1 (2003): 29-62.

[http://ezproxy.library.dal.ca/login?url=http://www.heinonline.org/HOL/Page?public=false&handle=hein.journals/builj21&men\\_hide=false&men\\_tab=citnav&collection=journals&id=35](http://ezproxy.library.dal.ca/login?url=http://www.heinonline.org/HOL/Page?public=false&handle=hein.journals/builj21&men_hide=false&men_tab=citnav&collection=journals&id=35)

Arturo Valenzuela, "Latin America: Presidentialism in Crisis" Journal of Democracy 4, 4 (Oct., 1993), 3-16.  
[http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal\\_of\\_democracy/toc/jod4.4.html](http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal_of_democracy/toc/jod4.4.html)

Howard Wiarda and Harvey Kline, Latin American Politics and Development Chapter 4.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=421209&site=ehost-live> \*Link to full e-book

Barry Levitt "Political Culture and the Science of Politics" (Review article) Latin American Research Review 40, 3 (2005) 365-376.  
<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/3662845>

## **5. Political Parties and Elections**

**Read:** Smith and Sells, Democracy in Latin America, Chapter 6. 151-175, Chapter 7 text

Christopher Sabatini "The decline of ideology and the rise of "quality of politics" parties in Latin America" World Affairs 165, 2, Fall 2002, 106-110.

<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/211150887?accountid=10406>

Mark P. Jones, and Scott Mainwaring "The Nationalization of Parties and Party Systems: An Empirical Measure and an Application to the Americas." Party politics 9, 2 (2003), 139-166.

<http://ezproxy.library.dal.ca/login?url=http://ppq.sagepub.com/content/9/2/139.full.pdf+html>

**Recommended:** Omar Sanchez, "Party Non-systems" Party Politics, 15, 4 (2009) 487-520.

<http://ezproxy.library.dal.ca/login?url=http://ppq.sagepub.com/content/15/4/487>

Johanna Kristín Birnir and Donna Lee Van Cott, "Disunity in Diversity: Party System Fragmentation and the Dynamic Effect of Ethnic Heterogeneity on Latin American Legislatures." Latin American Research Review 42, 1 (2007), 99-125.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=24729511&site=ehost-live>

Howard Wiarda and Harvey Kline, Latin American Politics and Development Chapter 3.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=421209&site=ehost-live> \*Link to full e-book

Gabriel Negretto "Political Parties and Institutional Design: Explaining Constitutional Choice in Latin America" British Journal of Political Science, 39, 1 (Jan. 2009) 117-139.

[http://ezproxy.library.dal.ca/login?url=http://journals.cambridge.org/abstract\\_S0007123408000446](http://ezproxy.library.dal.ca/login?url=http://journals.cambridge.org/abstract_S0007123408000446)

Timothy Scully, (eds.) Building Democratic Institutions: Party Systems in Latin America (Stanford, Stanford University Press, 1995). Introduction and Conclusion. **See PDF in Readings Module**

Ronald H. MacDonald and J. Mark Ruhl, Party Politics and Elections in Latin America (Boulder, Westview, 1989). (Introduction and Conclusion). **See PDF in Readings Module**

## **6. The Military in Latin American Politics**

**Read:** Smith and Sells, Democracy in Latin America, Chapter 3 Text

T. Kronert, "Military and politics in south and central America: the self-perceptions of the armed forces in Latin America." Contributions to Conflict Management, Peace Economics and Development 7(2008), 283-302.

<http://ezproxy.library.dal.ca/login?url=http://www.emeraldinsight.com/books.htm?chapterid=1775584&show=abstract>

T C. Bruneau, "Civilian-Military Relations in Latin America." Military Review 86, 5 (2006), 67-74.

<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/225315074?accountid=10406>

**Recommended:**

Consuelo Cruz and Rut Diamint "The New Military Autonomy in Latin America" Journal of Democracy 9.4 (1998) 115-127

[http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal\\_of\\_democracy/v009/9.4cruz.html](http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal_of_democracy/v009/9.4cruz.html)

Deborah L. Norden, "Redefining Political-Military Relations in Latin America: Issues of the New Democratic Era." Armed Forces and Society 22, 3 (1996), 419-440.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9605080962&site=ehost-live>

J. Mark Ruhl, "Review Essay - "Changing Civil-Military Relations in Latin America"." Latin American Research Review 33, 3 (1998) 257-.

<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/2504024>

Raúl Benítez Manaut, "Identity Crisis: The Military in Changing Times" NACLA Report on the Americas 27, 2 (Sept./Oct., 1993), 14-19. **See PDF in Readings Module**

Duncan Green, Faces of Latin America Chapter 8. **Killam In-Library Reserves: F 1414 G74 2006**

## **7. Women in Latin American Politics**

**Read:** Smith and Sells, Democracy in Latin America, Chapter 9 p. 243-53. Text

Veronica Gago, "Dangerous Liaisons: Latin American Feminists and the Left" NACLA Report on the Americas 40. 2 (Mar 2007), 17-19.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=24225605&site=ehost-live>

Arocena, F., & Bowman, Kirk S. (2014). Lessons from Latin America : Innovations in politics, culture, and development. Chapter 2, "Gender and Representation". **Killam In-Library Reserves: F 1414 A76 2014.**

**Also E-Book available:**

<http://ezproxy.library.dal.ca/login?url=http://site.ebrary.com/lib/dal/detail.action?docID=10933432>

Esther del Campo "Women and Politics in Latin America: Perspectives and Limits of the Institutional Aspects of Women's Political Representation" Social Forces 83. 4 (Jun 2005), 1697-1725.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=17929979&site=ehost-live>

**Recommended:** Mala Htun "Women in Latin America: Unequal progress toward equality" Current History 98, Mar 1999, 133-38.

<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/200708264/fulltextPDF?accountid=10406>

Scott Desposato and Barbara Norrander "The Gender Gap in Latin America: Contextual and Individual Influences on Gender and Political Participation" British Journal of Political Science, 39, 1, (Jan. 2009), 141-162.

[http://ezproxy.library.dal.ca/login?url=http://journals.cambridge.org/abstract\\_S0007123408000458](http://ezproxy.library.dal.ca/login?url=http://journals.cambridge.org/abstract_S0007123408000458)

Georgina Waylen, "Women's Movements and Democratization in Latin America" Third World Quarterly 14, 3 (1993), p. 573-87.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9702042981&site=ehost-live>

Duncan Green, Faces of Latin America Chapter 10. **Killam In-Library Reserves: F 1414 G74 2006**

Francesca Miller, "Latin American Women and the Search for Social, Political and Economic Transformation" in S.Halebsky and R. Harris, Capital, Power and Inequality in Latin America. See PDF in Readings Module-

## **8. Indigenous Peoples and Ethnic Diversity**

**Read:** Smith and Sells, Democracy in Latin America, Chapter 9 p. 253-62. Text

Donna Lee Van Cott, "Latin America's Indigenous Peoples." Journal of Democracy 18, 4 (2007), 127-142.  
[http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal\\_of\\_democracy/v018/18.4van-cott.html](http://ezproxy.library.dal.ca/login?url=http://muse.jhu.edu/journals/journal_of_democracy/v018/18.4van-cott.html)

Deborah Yashar, "Indigenous Protest and Democracy in Latin America." in Peter Kingstone (ed.) Readings in Latin American Politics: Challenges to Democratization Boston: Houghton Mifflin, 2006, 155-173.

See PDF in Readings Module

Arocena, F., & Bowman, Kirk S. (2014). *Lessons from Latin America : Innovations in politics, culture, and development*. Chapter 5 "The awakening of indigenous culture"

**Killam In-Library Reserves: F 1414 A76 2014.** Also, link to Killam E-Book:

<http://ezproxy.library.dal.ca/login?url=http://site.ebrary.com/lib/dal/detail.action?docID=10933432>

**Recommended:** Donna Lee Van Cott "Broadening Democracy: Latin America's Indigenous Peoples' Movements" Current History 103, 670 Feb 2004, 80-85.

<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/200773098/B72EADD7C546403FP/Q/8?>

Michael Kearney and Stefano Varese, "Latin America's Indigenous Peoples: Changing Identities and Forms of Resistance" in Halebsky and Harris Capital, Power and Inequality in Latin America. See PDF in Readings Module

Duncan Green, Faces of Latin America Chapter 11, Killam In-Library Reserves: **F 1414 G74 2006**

Gillette Hall and Harry Anthony Patrinos "Latin America's indigenous peoples" Finance and Development 42, 4 (2005), 23 -.

<http://www.imf.org/external/pubs/ft/fandd/2005/12/hall.htm>

## **9. Social Inequality and Civil Society**

**Read:** Smith and Sells, Democracy in Latin America, Chapter 8, 9 p. 237-43. Text

P Oxborn "Social Inequality, Civil Society and the Limits of Citizenship in Latin America" In Susan Eckstein and Timothy P. Wickham-Crowley (eds.) What Justice? Whose Justice?: Fighting for Fairness in Latin America LA: University of California Press, 2003. See PDF in Readings Module

**Recommended:**

Kelly Hoffman and Miguel Angel Centeno "The Lopsided Continent: Inequality in Latin America" Annual Review of Sociology 29 (August 2003), 363-390.

<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/30036972>



Roberto Patricio Korzeniewicz and William C. Smith “Poverty, Inequality, and Growth in Latin America: Searching for the High Road to Globalization” Latin American Research Review, 35, 3 (2000), 7-54  
<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/2692041>

E Huber, et. al. “Politics and inequality in Latin America and the Caribbean” *American Sociological Review* December 2006 71,6, 943-963.  
<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/218825005?accountid=10406>

## **10. Liberalization , the New Left and Reaction**

**Read:** Michael Walton “Neoliberalism in Latin America: Good, Bad, or Incomplete?” Latin American Research Review. 39, 3, (Oct. 2004), 165-84.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=14780852&site=ehost-live>

Evelyn Huber, Fred Solt “Successes and Failures of Neo-Liberalism” Latin American Research Review 39, 3 (Oct. 2004), 150-64.  
<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/1555472>

Maxwell A Cameron “Latin America's Left Turns: beyond good and bad” Third World Quarterly 30, 2 (March 2009), 331-348.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=36677863&site=ehost-live>

**Recommended:** Duncan Green, “State versus market” *The Rise and Fall of Import Substitution* in D. Green Silent Revolution 1995. **See PDF in Readings Module**

James E Mahon Jr. “Good-bye to the Washington consensus? “Current History 102, 661 Feb 2003, 58- 64.  
<http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/200736666/F86D1147CE244C45PQ/4?>

Benjamin Arditi, Arguments about the left turns in Latin America - A post-liberal politics? Latin American Research Review 43, 3 (2008) 59-81  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=34718984&site=ehost-live>

Jon Beasley-Murray, Maxwell A. Cameron and Eric Hershberg, “Latin America's Left Turns: an introduction”, Third World Quarterly 30, 2 (March 2009), 319 – 330.  
<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=36677864&site=ehost-live>

## **11. The State of Democratization**

**Read:** Smith and Sells, Democracy in Latin America, Chapters 10, 11, 12, epilogue. Text

O’Neil, Shannon K. 2016. “Latin America’s Populist Hangover: What to Do When the People’s Party Ends,” Foreign Affairs, Vol. 95, Issue 6, pp. 31-38.

Cameron, M. (2018). Making Sense of Competitive Authoritarianism: Lessons from the Andes. Latin American Politics and Society, 60(2), 1-22. doi:10.1017/lap.2018.3



**Recommended:** Paul T Bellinger and Moisés Arce, "Protest and Democracy in Latin America's Market Era" Political Research Quarterly, 64, 3, 2011, 688-704.

<http://ezproxy.library.dal.ca/login?url=http://prq.sagepub.com/content/64/3/688>

Francisco Panizza and Romina Miorelli "Populism and Democracy in Latin America" Ethics & International Affairs 23, 1, 2009 39-46.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/200526516?accountid=10406>

Paulo Sotero "Democracy in Latin America: Alive but Not Well" Foreign Policy 146 (Jan. - Feb., 2005), 22-28.

[http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/30048184?seq=1#page\\_scan\\_tab\\_contents](http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/30048184?seq=1#page_scan_tab_contents)

Peter H Smith and Melissa R Ziegler "Liberal and Illiberal Democracy in Latin America" Latin American Politics and Society, 50, 1, 2008, 31-57.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/200316866?accountid=10406>

Howard Wiarda and Harvey Kline, Latin American Politics and Development Chapter 5.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=421209&site=ehost-live> \*Link to full e-book

## **12. Interpretations of Latin American Politics**

**Read:** John H Coatsworth "Structures, Endowments, and Institutions in the Economic History of Latin America" Latin American Research Review. 40, 3 (2005) 126-45

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=18791058&site=ehost-live>

Howard J Wiarda "Toward consensus in interpreting Latin American politics: Developmentalism, dependency, and "the Latin American tradition" Studies in Comparative International Development 34, 2 1999, 50-69.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=3137076&site=ehost-live>

Juan Pablo Luna and Fernando Filgueira, "The Left Turns as Multiple Paradigmatic Crises" Third World Quarterly, 30 2, (March 2009) 371 – 395.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=36677870&site=ehost-live>

Henry Veltmeyer, "A New Paradigm?" in On the Move: The Politics of Social Change in Latin America (Peterborough ON, Broadview Press, 2007), 31-53. **See PDF in Readings Module**

**Recommended:** Frans J. Schuurman, "Critical Development Theory: moving out of the twilight zone" Third World Quarterly, 30, 5 (July 2009) 831 – 848.

<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1080/01436590902959024>

Andre Gunder Frank, "Latin American Development Theories Revisited" Latin American Perspectives 19, 2 (Spring, 1992), 125-139.

<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/2633887>

Louis A Perez, "Dependency" Journal of American History, 77, 1 (June 1990) 133-42.

<http://ezproxy.library.dal.ca/login?url=http://www.jstor.org/stable/2078645>

## INFORMATION FOR STUDENTS:

**Add/drop dates for winter term:** [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

Last Day to Change and Add Classes for registered students: January 17, 2020

Last day to drop winter term courses with no financial implications: January 17, 2020

Last Day to Drop without “W” January 31, 2020

Last Day to Change from Audit to Credit and Vice Versa: January 31, 2020

## University Statements

- **Territorial Acknowledgement:**

Dalhousie University is located in Mi’kma’ki, the ancestral territory of the Mi’kmaq.

- **Academic Integrity**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more:

[https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

- **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre: [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

- **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html))

- **Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

(read more: <https://www.dal.ca/cultureofrespect.html>)

## University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

- Dalhousie Grading Practices Policy [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Grade Appeal Process [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)
- Sexualized Violence Policy [https://www.dal.ca/dept/university\\_secretariat/policies/human-rights---equity/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html)
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

## Learning and Support Resources

- General Academic Support – Advising [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Student Health & Wellness Centre [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html))
- Indigenous Student Centre [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.) <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Centre [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services <http://dsu.ca/dsas>
- Dalhousie Ombudsperson [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Study Skills/Tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising

## Classroom Civility and Academic Freedom

1. Classes will be conducted consistent with the faculty member's Art. 3 rights to academic freedom, including control over the weight given to specific themes, presentation of materials, and assignments, and interventions and participation by students
2. The Professor has an obligation to ensure the curriculum is covered comprehensively, over a range of topics and perspectives, with enough time for all assigned materials and themes.
3. Students have limited opportunities for participation, appropriately limited by class size and the need for everyone to have an opportunity to earn participation points
4. Students have an obligation not to make personalized interventions focused on the Professor, TAs or other students in a publicly critical way

5. Repeated interventions and personally critical comments directed towards the Professor, TAs or other students may constitute harassment: “vexatious behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affects a person's dignity or psychological or physical integrity and that results in a harmful work environment”; or incivility: “low intensity ... behavior with ambiguous intent to harm the target, in violation of university norms for mutual respect.”
6. In case of concerns regarding omissions, errors, or problems with course slides and lecture or reading material, students should express their concerns in writing so that they can be duly considered and addressed. It is not appropriate repeatedly to raise these concerns in class discussions.
7. Students are encouraged to avail themselves of opportunities offered by the Professor to suggest additional readings or themes to consider for sharing with the class.
8. Students are encouraged to work constructively with the Professor to develop projects, essays and research topics consistent with their interests in diverse elements of the political worlds discussed, as past students from various backgrounds have consistently and successfully done.

### **Article 3: Academic Freedom**

3.01 The Parties recognize and affirm that academic freedom is essential to the fulfillment of the purpose of Dalhousie University in the search for knowledge and the communication of knowledge to students, colleagues and society at large. The Parties agree that academic freedom carries with it a corresponding responsibility on the part of Members to use their freedom responsibly, with due concern for the rights of others, for the duties appropriate to the Member's university appointment, and for the welfare of society. Academic freedom does not confer legal immunity either inside or outside Dalhousie University, nor does it prevent collective self-governance and peer evaluation as conducted or approved by the Senate or by other academic, research or professional bodies whether within or outside Dalhousie University. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible.

3.02 The Parties agree that they will not infringe or abridge the academic freedom of any member of the academic community. Members of the bargaining unit are entitled to freedom, as appropriate to the Member's university appointment, in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize, including criticism of the Board and the Association, and freedom from institutional censorship.

3.03 Academic freedom, as appropriate to the Member's university appointment, implies protection of Members by the Board and the Association from pressure intended to hinder or prevent them pursuing their scholarly and research interests and communicating the results thereof to students, colleagues and the community at large. The Parties acknowledge this responsibility, whether such pressure emanates from inside or outside the University