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 of the political left.

STUDENT ASSIGNMENTS: Students will be expected to volunteer for one assignment as presenters to make up 20% of the final grade. Presentations should focus on the principal themes of the assigned articles organized around the topics distributed to the class. Each week we will cover 2 debate themes each taking one half of the seminar. Students should meet prior to the class to work out who will present on each side of each debate question to ensure that differing views are covered on both topics. Presentations should not exceed 10 minutes each in length. Presenters should avoid reading their papers and should instead highlight a few key points.

Presenters should submit a written version of their presentation to the professor each week at the start of class before they present. (Points will be deducted for essays submitted after the presentation). Presenters should coordinate their participation before class, to ensure that all assigned readings are covered and the debate topics are thoroughly explored. The presentation must be based on a thorough reading of the required articles. The presentations are NOT article summaries but should involve a reasoned argument on the assigned themes. Graduates should use some recommended as well as required readings for their presentations.

Students are expected to attend regularly and participate in other weeks for 10%. Any student missing more than TWO classes without a valid medical or compassionate excuse will receive no participation mark.

An essay proposal with outline and annotated bibliography, due on February 15, will be worth 10%. Students can choose their own essay topic, but it must be on Latin American domestic politics and they receive prior approval of the instructor. A list of suggested topics will be distributed in class. The research essay of 10 -12 pages due on March 29, is worth 30%.
ALL essay assignments and presentation papers must be submitted formally to the professor on time in print and electronic form for processing via SafeAssign software. Late papers will be penalized at a rate of 2% per working day.

The final examination will be worth 30%; it will be scheduled by the registrar’s office in April. Undergraduates write a 2 hour exam

**READINGS:** The required text for this course is Peter Smith, *Democracy in Latin America: Political Change in Comparative Perspective* 2nd ed. Oxford, 2012. Many electronic resources have been collected on the OWL page for this course or on reserve at the Killam Library. Some reserve texts provide country studies. These include Harry E Vanden and Gary Prevost *Politics of Latin America: the power game*; Howard Wiarda and Harvey Kline, *Latin American Politics and Development* Thomas Skidmore and Peter Smith, *Modern Latin America*; and Duncan Green *Faces of Latin America*.

**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 BLS page for the course, which remains “under construction”.

**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*, NACLA’s *Report on the Americas*, *Third World Quarterly* and many others.

**OUTLINE OF TOPICS:**

1. **Democracy in Latin American Politics**

   **Read:** Peter H. Smith, *Democracy in Latin America*, “Introduction”

   Howard Wiarda and Harvey Kline, *Latin American Politics and Development* Chapter 1.

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

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

   **Read:** Peter H. Smith, *Democracy in Latin America*, Chapters 1, 2

   Marshall C. Eakin “Does Latin America Have a Common History?”
   sitemason.vanderbilt.edu/files/b/bqYe9W/Eakin.pdf
3. External Influence and American Intervention

**Read:** Peter H. Smith, *Democracy in Latin America*, Chapter 3


**Recommended:**


4. The Political Culture of Presidentialism

**Read:** Peter H. Smith, *Democracy in Latin America*, Chapters 5, 6, 156-75.


**Recommended:**


5. Political Parties and Elections

Read: Peter H. Smith, Democracy in Latin America, Chapter 6. 175-80, Chapter 7

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.


6. The Military in Latin American Politics

Read: Peter H. Smith, Democracy in Latin America, Chapter 3

Duncan Green, Faces of Latin America Chapter 8.


Recommended:


7. Women in Latin American Politics

Read: Peter H. Smith, Democracy in Latin America, Chapter 9 p. 243-53.


Recommended: Duncan Green, Faces of Latin America Chapter 10.


Lee D. Walker and Genevieve Kehoe, “Regime Transition and Attitude toward Regime: The Latin American Gender Gap in Support for Democracy” Comparative Politics 45, 2 (Jan 2013)

8. Indigenous Peoples and Ethnic Diversity

Read: Peter H. Smith, Democracy in Latin America, Chapter 9 p. 253-62.


**Recommended:**

Duncan Green, *Faces of Latin America* Chapter 11.


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

**9. Social Inequality and Civil Society**

**Read:** Peter H. Smith, *Democracy in Latin America*, Chapter 8, 9 p. 237-43.


**10. Liberalization, Leftism and Democracy**

**Read:** Peter H. Smith, *Democracy in Latin America*, Chapters 10, 11, 12, epilogue


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

Maxwell A Cameron “Latin America's Left Turns: beyond good and bad” Third World Quarterly 30, 2 (March 2009), 331-348.

**Recommended:**


Benjamin Arditi, Arguments about the left turns in Latin America - A post-liberal politics? Latin American Research Review 43, 3 59-81


**STUDENT ASSIGNMENTS AND EVALUATION:**

Participation 10%

Presentation 20%

Essay Preview (Feb. 15) 10%

Essay (April 5) 30%

Final Exam 30% (in April exam period)

Late Penalty: 2% per working day.
INTELLECTUAL HONESTY AND PLAGIARISM

All students in this class are to read and understand the policies on plagiarisms and academic honesty as referenced in the Undergraduate Calendar at http://registrar.dal.ca/calendar/ug/UREG.htm#12 Ignorance of such policies is no excuse for violations.

Dalhousie University subscribes to SafeAssign, a computer-based service which checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University must be submitted on Owl via the SafeAssign system to be checked for originality to confirm that the student has not plagiarized from other sources.

Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website.

The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to a check such as that performed by Turnitin.com. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Copies of student papers checked by this process will be retained by Turnitin.com.

STUDENT ACCESSIBILITY AND ACCOMMODATION

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain Form A - Request for Accommodation.

A note taker may be required to assist a classmate. There is a honorarium of $75 per course per term. If you are interested, please contact OSAA at 494-2836.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.
PRESENTATION ASSIGNMENT

Each week, students will act as presenters. Students will present one time during the term. There will be two assigned debate topics per week. Each student will write a 4-5 page argument on one question. If there are more than one student presenting, then one student will lead off each half of the seminar.

The students should take a question or position and air differing sides of the argument wherever possible. The key is to stimulate debate on essential issues in the course. So students must ensure that they cover different arguments or material.

To ensure that the assignments are done properly, and effectively stimulate discussion:

- presenters must meet before their presentation to coordinate their arguments and decide who will present on each question

- presenters should meet with me if necessary at my office to discuss the format and raise any questions or issues they have about the materials

- presentations should not summarize the articles but should present an argument for or against the debate proposition

- presentations should be based on all required readings (and some recommended ones) to ensure that most relevant points are covered in the discussion

- students must make sure that they do not repeat each other

- presenters should not read their papers but should present a brief summary of key points to stimulate discussion (long presentations will be cut off to allow time for discussion)

- presenters should provide the instructor with a copy of their debate paper at the start of class, so he can follow the arguments; failure to do so will mean a loss of 5 marks out of 20 on the value of the assignment

If the students work together as a team, this format should help produce lively discussions. Please contact me at finbow@dal.ca if you have any further questions about these assignments.