

**Pol. Sci. 3360 BPolitics in Latin America**  
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**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 2<sup>nd</sup> 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](http://sitemason.vanderbilt.edu/files/b/bqYe9W/Eakin.pdf)

Victor Bulmer-Thomas The Economic History of Latin America Since Independence Cambridge University Press, Year 1995 (introductory excerpt).

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

**Recommended:** Wiarda and Kline, Chapter 2

Duncan Green, Faces of Latin America Chapter 7.

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

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

J. Patrice McSherry, "Preserving Hegemony: National Security Doctrine in the Post-Cold War Era" NACLA Report on the Americas, Nov.-Dec. 2001

Mark T Gilderhus "Forming an Informal Empire without Colonies: U.S.-Latin American Relations" Latin American Research Review. 40, 3 2005, 312-26.

**Recommended:**

Peter Hakim, "The Uneasy Americas" Foreign Affairs 80, 2 March 2001, 46-61.

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

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

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

Paul Sondrol "The Presidentialist Tradition in Latin America" International Journal of Public Administration, 28 (Number 5-6 2005), 517-530.

Marta Lagos, "Latin America's Smiling Mask." Journal of Democracy 8, 3 (1997):125-138.

**Recommended:**

Harry E. Vanden and Gary Prevost (eds.) Politics of Latin America: the Power Game. 2nd. Edition) New York: Oxford University Press, 2006, 175-200.

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.

Barry Levitt "Political Culture and the Science of Politics" (Review article) Latin American Research Review 40, 3 (2005) 365-376.

## **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.

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

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.

**Recommended:** Johanna K , "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.

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

## **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.

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

**Recommended:**

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

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

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.

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

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

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

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

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.

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

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

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.

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.

Donna Lee Van Cott, "Latin America's Indigenous Peoples." Journal of Democracy 18, 4 (2007), 127-142.

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.

**Recommended:**

Duncan Green, Faces of Latin America Chapter 11.

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

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.

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.

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

**Recommended:** Harry E. Vanden and Gary Prevost (eds.) Politics of Latin America: the Power Game. 2nd. Edition) New York: Oxford University Press, 2006, 200-212.

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

**10. Liberalization, Leftism and Democracy**

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

Michael Walton "Neoliberalism in Latin America: Good, Bad, or Incomplete?" Latin American Research Review. 39, 3, 165-84.

Evelyne Huber, Fred Solt "Successes and Failures of Neo-Liberalism" Latin American Research Review 39, 3 (Oct. 2004), 150-64.

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:**

James E Mahon Jr. "Good-bye to the Washington consensus?" Current History 102, 661 Feb 2003, 58- 64.

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

Paulo Sergio Pinheiro "Democracies without citizenship" NACLA Report on the Americas, 30, 2 Sep-Oct, 1996, 17-23.

Peter M Siavelis "Democracy and Political Institutions in Latin America: Reconciling Approaches" Latin American Research Review 39, 2, 2004, 275-90.

J. Petras and S. Vieux, "The Transition to Authoritarian Electoral Regimes in Latin America" Latin American Perspectives 21, 4, (Fall, 1994), 5-20.

**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](http://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.