

## INTERNATIONAL AFFAIRS 298, SPRING 2014 HUMAN RIGHTS IN LATIN AMERICA

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Class Information: JR Howard 124; Monday, Wednesday & Friday 9:10 am - 10:10 am  
Office Hours: JR Howard 309; Monday & Wednesday 1:30-2:30 pm (or by appointment)

### COURSE OVERVIEW

This course is a historical comparative study of human rights in Latin America. It systematically explores the origins of abuse, the sources of reform, and the challenges of accountability. We will also explore how concepts of human rights have developed since the regional transition to democracy. The post-transition period makes it possible to observe how democratic institutional arrangements can protect human rights and group interests. This provides an opportunity to evaluate contemporary issues related to equal marriage, Indigenous rights, and gender equality. Overall, this course takes a general approach to studying the quality of government in Latin America and how it relates to the protection of human rights. We will also leverage cross-national literature in economically industrialized and less developed countries using quantitative and qualitative research methods to help inform our understanding of human rights in Latin America.

### COURSE EXPECTATIONS

This course is designed to encourage analytical, independent, and critical thinking. You will strengthen your awareness of how political institutions and the international community influence the domestic protection of human rights in Latin America. We will collectively evaluate gaps in the literature and discuss attempts to fill those gaps. We will directly engage some of the more advanced (and accessible) literature in political science on this topic. This means that you will develop a fundamental understanding of applied quantitative and qualitative research on a topic that directly impacts the way government regimes influence the protection of human rights. I do not expect students to be an expert on any of these research methods. I want to help you engage different types of literature in a way that makes it possible to acquire information. At the end of the semester you will be able to efficiently acquire information, synthesize that information, evaluate that information, and present your unique perspective in a concise and coherent way. Students should read the material before attending class and they should actively participate in classroom discussion. *Students (and the professor) will be tolerant of diverse views and intellectual curiosity.*

## ASSIGNMENTS

Class will include lecture and discussion elements. After completing the introductory material, every student will select a country and become an expert on that country. Throughout the semester it is your responsibility to animate the discussion with your expert knowledge. Every assigned reading will also be associated with a student who is the expert for that individual reading. All students should read the material and contribute to class with specific questions that help clarify one aspect of the reading. We will have one in-class exam and two memo assignments. The final is a project proposal for your own independent research. All assignments (excluding the in-class exam) will be submitted electronically to Moodle (*moodle.lclark.edu*). All documents must be submitted in pdf format. Electronic assignments will also be returned, with comments, using the course page on Moodle. Students can use classroom and external sources for all writing assignments. Ignoring the parameters of the assignment (e.g., pdf conversion, excessive pages, and late assignments) will experience a point reduction. Please, request information if you have questions or concerns.

### Assignment Grade Distribution.

Class Participation	10 percent
Student Expert (2 assignments)	15 percent
Country Expert	15 percent
Classroom Exam	10 percent
Memo Assignments (2 total)	20 percent
Preliminary Proposal	5 percent
Final Proposal	25 percent

**Country Expert Assignment.** You will select a specific country and become an expert on that country. You should have a broad understanding of the country and focus on themes (e.g., military coups, regime transitions, and insurgent groups) related to human rights. We will make this selection on **3 February** after completing the introductory material. The purpose of the assignment is to develop a collective, in-depth, qualitative understanding of the entire region. Throughout the semester you should animate our discussion with your expert knowledge. The assignment is a three-page, single-spaced overview of your topic. The assignment will be distributed (via Moodle) to your colleagues after I assess the quality of the material. I may request you to modify the assignment before distribution. You should include the following information: regime type and institutional rules, actors, important events, outcomes, and a timeline. This list is not exhaustive. You should explain the significance of your research. Consider this assignment to be similar to the justification for sample selection in a research proposal. The assignment is due **10 February** via Moodle and you will present your findings on **14 or 17 February**. The presentation will be no more than ten-minutes. In this presentation you should highlight some interesting events and describe how the information is relevant to the course. I suggest exploring the country reports from Amnesty International and Human Rights Watch. A formal presentation would be helpful (this will also be made available to your colleagues via Moodle after the presentation). Students absent the day of the presentation should notify me in advance via email. Unexcused absences will be given a full letter grade reduction. You will still present your material on a later day.

**Student Expert Assignment.** Students will be responsible for two reading assignments during the semester. Each available article is followed with “[STUDENT].” We will make this decision on **27 January** (come to class with four ranked-priorities). You will be considered the student expert for that reading. This means you will give an overview of the reading, stimulate discussion, field questions, and distribute a handout for the reading. We will engage each other on the material. You should know the purpose of the reading, the gap in the prior literature (i.e., use the reading to describe the prior literature), the contribution of the reading, the argument of the reading, the method and tools used to test the argument, the conclusions, and the implications. You will present the material to your colleagues in a way that encourages discussion (a formal presentation is unnecessary but acceptable). I will give an example of a handout on **24 & 27 January** for the first two assignments. Bring enough handouts to distribute to everybody. **Submit your assignment electronically to Moodle before the start of class.** Students absent the day of an assignment should notify me in advance via email with your handout attached. Unexcused absences will be given a zero for the assignment. I will post your assignment on Moodle.

*Handout.* Below is a suggestion of items to include in your handout. This is not an exhaustive list nor will all items be applicable to every assignment. Items marked with a star, however, are required. I expect the handouts to be less than two pages.

- Full Citation\*: Use the format from the *American Political Science Review*.
- Overview\*: Give a brief overview of the article, including your assessment.
- Purpose\*: What does the author(s) propose to do?
- Prior Literature\*: How did we get to this point in the literature?
- Gap: What is the gap in the prior literature?
- Contribution\*: Is the contribution theoretical, empirical, or both? Describe it.
- Argument\*: List the assumptions and describe the argument.
- Implications: List the hypotheses.
- Research Methods\*: Does the author(s) use quantitative or qualitative evidence?  
– Describe the methods.
- Results\*: Describe the results from the analysis.
- Conclusions\*: What are the conclusions from the reading? How well does the author contribute to the stated purpose?

*Grade Criteria.* You will be graded on your presentation and your handout. You should do your best to uncover some nuances of the reading assignment and convey that information in a clear way to your colleagues. You need to know how the reading assignment contributes to the literature. I will assist you when it comes to specific detail. The first fifteen minutes of class will be yours exclusively.

**Class Participation.** I suggest that all students compose their own overview of the material (see handout suggestion above) to prepare for the class. You DO NOT need to be an expert on all topics of the assigned material, but you should come to class with questions that clarify at least one aspect of the material. We should be able to rely on our colleagues to develop a collective understanding of the assigned material. For each assignment, you should know the purpose, the contribution, the argument, the analysis, and the conclusions.

*Grade Criteria.* Attending every class will earn you a “B.” Attending every class *and* making a positive contribution to discussion will earn you an “A.” Being disrespectful to me or your colleagues will earn you a “C” or below.

**Classroom Exam.** There will be **one** in-class exam before Spring Break. This will assess your comprehensive understanding of the material.

**Memos.** There will be two memos. One memo will be coupled with the in-class exam. Each memo assignment is distributed electronically via Moodle. A memo is a one-page single-spaced response to a question that I assign. The question will address some theme from the prior sections. Memos should have one-inch margins and 12-point font. This is not a summary of the literature, but a critical assessment. The one-page limit will be enforced. Full citations should be listed on a separate page. The response should have a stated purpose and make an argument. It should also be clear and concise. The introduction paragraph should clearly state your position and present a brief overview of your argument. This will look something like, “In this memo I argue that . . .” Each following paragraph should address one point. It should provide evidence that supports your argument or clarifies a position. The conclusion should synthesize the evidence in support of your argument. I will explain in more detail during lecture what I want from a memo.

*Grade Criteria.* The memos are graded on clarity of presentation, grammatical structure, and how well the argument fits into the classroom material. The grade does not reflect my agreement with the argument, just the ability to convey an argument and support that argument.

**Research Proposal.** The purpose is for you to select a topic relevant to class that interests you and gives you an opportunity to explore the literature independently. This means that you will uncover a gap in the literature, propose a contribution to that gap, and explain how you will fill that gap. You will develop a theoretical argument and propose a way to test that argument. You will need to select a country sample (either cross-national or over time) and explain why that sample is useful for testing your argument. Assume you have reasonable resources for data collection (quantitative or qualitative). The proposal should be realistic.

*Preliminary Proposal Specifications.* The one-page preliminary proposal will include: 1) a clear statement of the purpose of your research; 2) a clear statement of your contribution; 3) a short paragraph that describes the prior research with two fully-cited articles; 4) a short paragraph that describes your argument; and 5) a short paragraph that describes your sample.

*Final Proposal Specifications.* The final assignment is an eight to ten page research proposal. Papers are double-spaced, 12-point font, and one-inch margins. The page requirement excludes the works cited. Papers should use a variety of academic sources (e.g., no blogs or wikipedia entries). Those sources must be cited in the text and compose the works cited. Similar to prior assignments, use *APSR* format for citations. Papers must make an argument and have a clear purpose. We will discuss in class how to prepare the research proposal. The memos, student expert assignment, and group presentation serve as exercises to prepare for the research proposal. Take seriously the requirements. I will not return papers, but I will reduce points for ignoring the parameters of the paper. The paper specifications include, 1)

an introduction that clearly presents the argument (e.g. "In this project I argue that . . .") and an overview of the argument; 2) a review of the relevant literature; 3) a description of the gap in the literature; 4) an argument that fills that gap and a clearly stated hypothesis; 5) an explanation of how you will test that argument; 6) a description of the sample for testing that argument; 7) how you will use the sample to test that argument; and 8) a conclusion that explains the value of the research.

*Grade Criteria.* You are trying to convince me to support your research project. I will determine your grade based on each of the eight paper specifications. Do they exist and are they convincing?

**Grade Conversion.** Your final grade is determined using the above weights and traditional rounding procedures.

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69
F	0-64

**Penalties For Late Assignments and Academic Dishonesty.** Contact me within 48 hours of a University-excused absence. All assignments are due at the start of class, unless otherwise determined. A written-assignment will lose a letter grade for every day late. Academic dishonesty (plagiarism) will not be tolerated and will be handled by the administration. Extensions will not be provided under normal circumstances.

#### CLASSROOM PROCEDURES

**Students with Disabilities.** Contact Student Support Services (768-7156) if you need special assistance because of disabilities. Please pursue this avenue early in the semester so we can immediately make the appropriate accommodations.

**Technology Policy.** The class is structured to promote discussion. Unfortunately, cell phones and computers have a tendency to obstruct classroom discussion when used irresponsibly. Use technology in a responsible way. Casual texting and social media during the period of the class is unacceptable and will not be tolerated. Irresponsible use of technology is just cause for removal from the classroom or a deduction from the participation grade. A technology ban will be imposed if these tools become a distraction to your colleagues.

**Email Policy.** Please follow these instructions for email correspondence. The subject line should read: IA298, [subject]. Replace [subject] with the subject of the email. This means no brackets, but include the comma. This will increase the likelihood that I respond in a timely fashion (48 hours or less) and that I appropriately address your concerns. I reserve the right to ignore emails that are disrespectful and emails that use poor grammatical structure. I expect students to compose emails using professional etiquette, this includes: a greeting, a purpose, a salutation, and your name. You should expect the same from me.

**Office Hours.** Feel free to utilize office hours to discuss research ideas, applied research, and clarify other research themes from class. Office hours are also appropriate for clarifying any other issues related to class (scheduling, etc.). I request that students use the material (e.g., the syllabus and text) to first clarify confusion before relying on office hours. I understand that office hours can be poorly timed. If that is the case, we can arrange via email an appointment at a more appropriate time that fits both our schedules. I may adjust office hours depending on demand.

**Writing Center.** It is critical that you present information in a coherent and concise manner in your assignments. The Writing Center is an additional resource for assistance: [college.lclark.edu/academics/support/writing\\_center](http://college.lclark.edu/academics/support/writing_center)

**Student Services & Possible Extensions.** Student Services is your critical source for determining when circumstances for requesting an extension are categorized as "non-normal." You can also speak to me directly. This includes personal illness, family deaths, and absences for school-sanctioned activities. This list is not exhaustive. Do not wait until the last minute to complete your assignments. Extensions are rare.

**Class Performance.** Speak to me as soon as possible if you are concerned about your grade or performance in the classroom. I will make every reasonable effort to support strong classroom performance. Visiting me during office hours is an appropriate time to address these concerns. We can also discuss minor issues before and after class.

#### MATERIAL

All readings that are not part of the assigned text will be electronically available on Moodle. There is one assigned text; it is available in the bookstore:

Cardenas, Sonia. 2010. *Human Rights in Latin America: A Politics of Terror and Hope*. University of Pennsylvania Press.

## CLASS SCHEDULE

*Theme: Introduction.*

Select assignments in class on **27 January**.

- **22 January:** Introduction & Overview (purpose of the class, expectations, assignments, and instruction for managing the reading material).
- **24 January:** Landman, Todd. 2002. "Comparative Politics and Human Rights." *Human Rights Quarterly*. 24(4). 890-923.
- **27 January:** Cardenas (2010). "Introduction: Terror and Hope." & Wright-Carozza. 2003. "From Conquest to Constitutions: Retrieving a Latin American Tradition of the Idea of Human Rights." *Human Rights Quarterly*. 25(2): 281-313.

*additional readings:*

- Donnelly, Jack. 2013. *International Human Rights*. 4<sup>th</sup> edition. Westview Press.
- Dembour, Marie-Benedicte. 2010. "What are Human Rights? Four Schools of Thought." *Human Rights Quarterly*. 32(1). 1-20.

### SECTION I: Origins of Abuse

*Theme: Surveying Violations.*

Students will select a country topic in class on **3 February**.

- **29 January:** Cardenas (2010). "Chapter 1: A Regional Survey." & Video.
- **31 January:** [STUDENT] Brysk, Alison. 1994. "The Politics of Measurement: The Contested Count of the Disappeared in Argentina." *Human Rights Quarterly*. 16(4): 676-692.
- **3 February:** [STUDENT] Selya, Roger Mark. 2012. "A Geography of Human Rights Abuses." *Human Rights Quarterly*. 34(4): 1045-1083.

*additional readings:*

- Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly*. 26(4). 906-931.
- Clark, Ann Marie & Kathryn Sikkink. 2013. "Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures?" *Human Rights Quarterly*. 35(3). 539-568.

*Theme: Explaining Violations.*

Submit country assignments to Moodle on **10 February (9:00 pm)**.

- **5 February:** Cardenas (2010). "Chapter 2: Explaining Violations."
- **7 February:** [STUDENT] Minkler, Lanse & Shawna Sweeney. 2011. "On the Indivisibility and Interdependence of Basic Rights in Developing Countries." *Human Rights Quarterly*. 33(2): 351-396.

- **10 February:** [STUDENT] Davenport, Christian. 2007. "State Repression and the Tyrannical Peace." *Journal of Peace Research*. 44(4): 485-504.
- **12 February:** [STUDENT] Barndt, William. 2012. "Destroying the Opposition's Livelihood: Pathways to Violence in Bolivia since 2000." *Journal of Politics in Latin America* 4(3): 3-37.

*additional readings*

- Cohen, Dara Kay. 2013. "Explaining Rape During Civil War: Cross-National Evidence (1980-2009)." *American Political Science Review*. 107(3): 461-477.
- Cederman, Lars-Erik, Andreas Wimmer & Brian Min. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics*. 62(1): 87-119.
- Hollyer, James & Peter Rosendorff. 2011. "Why Do Authoritarian Regimes Sign the Convention Against Torture? Signaling, Domestic Politics and Non-Compliance." *Quarterly Journal of Political Science*. 6: 275-327.

*Country Expert Presentations.* Presentations on **14 & 17 February.**

## SECTION II: Sources of Reform

*Theme: Global Governance.*

- **19 February:** [STUDENT] Cardenas (2010). "Chapter 3: Global Governance." & Goldman, Robert. 2009. "History and Action: The Inter-American Human Rights System and the Role of the Inter-American Commission on Human Rights." *Human Rights Quarterly*. 31(4): 856-887.
- **21 February:** [STUDENT] Franklin, James. 2008. "Shame on You: The Impact of Human Rights Criticism on Political Repression in Latin America." *International Studies Quarterly*. 52(1): 187-211.
- **24 February:** [STUDENT] Lebovic, James, & Erik Voeten. 2009. "The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violators." *Journal of Peace Research* 46(1): 79-97.
- **26 February:** [STUDENT] Smith-Cannoy, Heather. 2012. "The Good, The Bad, and the Ugly: Assessing the Impact of the OAS and the UN on Human Trafficking in Haiti." *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. Alison Brysk and Austin Choi-Fitzpatrick (editors). The University of Pennsylvania Press.

*additional readings*

- Cardenas, Sonia. 2006. "Violators' Accounts: Hypocrisy and Human Rights Rhetoric in the Southern Cone." *Journal of Human Rights*. 5(4): 439-451.
- Peksen, Dursun. 2012. "Does Foreign Military Intervention Help Human Rights?" *Political Research Quarterly*. 65(3): 558-571.
- Hafner-Burton. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization*. 62(4): 689-716.
- Larsen-Burgogue, Laurence & Amaya Ubeda de Torres. 2011. "War in the Jurisprudence of the Inter-American Court of Human Rights." *Human Rights Quarterly*. 33(1): 148-174.

- Lebovic, James & Erik Voeten. 2006. "The Politics of Shame: The Condemnation of Country Human Rights Practices in the UNCHR." *International Studies Quarterly*. 50(4): 861-888.

*Theme: Transnational Networks.*

- **28 February:** Cardenas (2010). "Chapter 4: Transnational Networks."
- **3 March:** [STUDENT] Sikkink, Kathryn. 1993. "Human Rights, Principled Issue-Networks and Sovereignty in Latin America." *International Organization*. 47(3): 411-441.
- **5 March:** [STUDENT] Hafner-Burton, Emilie and Kiyoteru Tsutsui. 2005. "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology*. 110(5): 1373-1411.
- **7 March:** [STUDENT] Heinrich, Tobias. 2013. "When is Foreign Aid Selfish, When is it Selfless?" *The Journal of Politics*. 75(2): 422-435.

*additional readings*

- Lutz, Ellen & Kathryn Sikkink. 2000. "International Human Rights Law and Practice in Latin America." *International Organization*. 54(3): 633-659.
- Aronow, Peter, Allison Carnegie, & Nikolay Marinov. working paper. "The Effects of Aid on Rights and Governance: Evidence from a Natural Experiment."
- Hafner-Burton, Emilie. 2005. "Trading Human Rights. How Preferential Trade Agreements Influence Government Repression." *International Organization*. 59(3): 593-629.

*Theme: Human Rights Change.*

- **10 March:** Cardenas (2010). "Chapter 5: Human Rights Change." & [STUDENT] Wilde, Alexander. 1999. "Irruptions of Memory: Expressive Politics in Chile's Transition to Democracy." *Journal of Latin American Studies*. 31(2): 473-500.
- **12 March:** [STUDENT] Casper, Gretchen & Michelle Taylor. 1996. "Chapter 2: The Regime Choice Process." *Negotiating Democracy: Transitions from Authoritarian Rule*. Pittsburgh University Press.
- **14 March:** [STUDENT] Munoz, Alejandro Anaya. 2009. "Transnational and Domestic Processes in the Definition of Human Rights Politics in Mexico." *Human Rights Quarterly*. 31(1): 35-58.

*additional readings*

- Panizza, Francisco, 1995. "Human Rights in the Process of Transition and Consolidation of Democracy in Latin America." 43: 168-188.
- Theidon, Kimberly. 2009. "Reconstructing Masculinities: The Disarmament, Demobilization, and Reintegration of Former Combatants in Colombia." *Human Rights Quarterly*. 31(1): 1-34.
- Donnelly, Jack. 2003. "Chapter 11: Democracy, Development and Human Rights." *Universal Human Rights in Theory and Practice*. Cornell University Press.
- Arthur, Paige. 2009. "How Transitions Reshaped Human Rights: A Conceptual History of Transitional Justice." 31(2): 321-367.

*Midterm Exam.*

Submit memo to Moodle on **21 March (9:10 am)**.

- **17 March:** Review Material for Exam, Question and Answers, including Memo expectations. Make Memo assignment electronically available
- **19 March:** Classroom Exam
- **21 March:** Film

### SECTION III: Securing Justice

*Theme: Accountability versus Impunity.*

- **31 March:** Cardenas (2010). “Chapter 6: Accountability versus Impunity.” & [STUDENT] Pion-Berlin, David. 1994. “To Prosecute or to Pardon: Human Rights Decisions in the Latin American Southern Cone.” *Human Rights Quarterly*. 16(1): 105-130.
- **2 April:** [STUDENT] Mazzei, Julie. 2011. “Finding Shame in Truth: The Importance of Public Engagement in Truth Commissions.” *Human Rights Quarterly*. 33(2): 431-452.
- **4 April:** [STUDENT] Kaye, Mike. 1997. “The Role of Truth Commissions in the Search for Justice, Reconciliation and Democratization: The Salvadorian and Honduran Cases.” *Journal of Latin American Studies*. 29(3): 693-716.
- **7 April:** [STUDENT] Sikkink, Kathryn & Carrie Booth Walling. 2007. “The Impact of Human Rights Trials in Latin America.” *Peace Research* 44(4): 427-445.

*additional readings*

- Evans, Rebecca. 2006. “Pinochet in London—Pinochet in Chile: International and Domestic Politics in Human Rights Policy.” *Human Rights Quarterly*. 28(1): 207-244.
- Sikkink, Kathryn. 2008. “From Pariah State to Global Protagonist: Argentina and the Struggle for International Human Rights.” *Latin American Politics and Society*. 50:1. 1-29.
- Roehrig, Terence. 2009. “Executive Leadership and the Continuing Quest for Justice in Argentina.” *Human Rights Quarterly*. 31(3): 721-747.

*Theme: Protections Against Violations.*

Make Memo assignment electronically available on on **11 April**.

- **9 April:** Cardenas (2010). “Chapter 7: Never Again?” & [STUDENT] Cleary, Matthew. 2000. “Democracy and Indigenous Rebellion in Latin America.” *Comparative Political Studies*. 33(9): 1123-1153.
- **11 April:** [STUDENT] Davenport, Christian & David Armstrong. 2004. “Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996.” *American Journal of Political Science*. 48(3):538-554.

- **14 April:** [STUDENT] Cingranelli, David & Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." *The Journal of Politics*. 72(1): 243-257.

*additional readings*

- Grugel, Jean & Enrique Peruzzotti. 2012. "The Domestic Politics of International Human Rights Law: Implementing the Convention on the Rights of the Child in Ecuador, Chile, and Argentina." *Human Rights Quarterly*. 34(1): 178-198.
- Gerring, John, Strom Thacker & Rodrigo Alfaro. 2012. "Democracy and Human Development." *The Journal of Politics*. 74(1): 1-17.

## SECTION IV: Contemporary Issues

Submit memo to Moodle on **18 April (9:00 pm)**.

Submit preliminary proposal to Moodle on **21 April (9:00 pm)**.

*Theme: Political Representation of Historically Underrepresented Groups.*

- **16 April:** [STUDENT] Donnelly, Jack. 2003. "Chapter 12: Group Rights and Human Rights." *Universal Human Rights in Theory and Practice*. Cornell University Press.
- **18 April:** [STUDENT] Hammond, John. 2011. "Indigenous Community Justice in the Bolivian Constitution of 2009." *Human Rights Quarterly*. 33(3): 649-681. & Rousseau, Stephanie. 2011. "Indigenous and Feminist Movements at the Constituent Assembly in Bolivia: Locating the Representation of Indigenous Women." *Latin American Research Review*. 46(2): 5-28.
- **21 April:** [STUDENT] Htun, Mala & Juan Pablo Ossa. 2013. "Political Inclusion of Marginalized Groups: Indigenous Reservations and Gender Parity in Bolivia." *Politics, Groups, and Identities*. 1(1): 4-25.
- **23 April:** [STUDENT] Jones, Mark. 2008. "Gender Quotas, Electoral Laws, and the Election of Women: Evidence from the Latin American Vanguard." *Comparative Political Studies*. 42(1): 56-81.
- **25 April:** [STUDENT] Heath, Roseanna, Leslie Schwindt-Bayer, & Michelle Taylor-Robinson. 2005. "Women on the Sidelines: Women's Representation on Committees in Latin American Legislatures." *American Journal of Political Science*. 49(2): 420-436.
- **28 April:** [STUDENT] Schulenberg, Shawn. 2012. "The Construction and Enactment of Same-Sex Marriage in Argentina." *Journal of Human Rights*. 11(1): 106-125.

*additional readings*

- Kymlicka, Will. 1996. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford University Press.
- Berk-Seligson, Susan. 2008. "Judicial Systems in Contact: Access to Justice and the Right to Interpreting/Translating Services Among the Quichua of Ecuador." *Interpreting* 10:1. 9-33.
- Stocks, Anthony. 2005. "Too Much for Too Few: Problems of Indigenous Land Rights in Latin America." *Annual Review of Anthropology*. 35: 85-104.

- Quane, Helen. 2005. "The Rights of Indigenous Peoples and the Development Process." *Human Rights Quarterly*. 27(2): 652-682.
- Barelli, Mauro. 2010. "The Interplay Between Global and Regional Human Rights Systems in the Construction of the Indigenous Rights Regime." *Human Rights Quarterly*. 32(4): 951-979.
- Van Cott, Donna Lee. 2007. "Latin America's Indigenous Peoples." *Journal of Democracy*. 18:4. 127-142.
- Van Cott, Donna Lee. 2003. "Institutional Change and Ethnic Parties in South America." *Latin American Politics and Society*. 45(2): 1-39.
- Hooker, Juliet. 2005. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity, and Multicultural Citizenship in Latin America." *Journal of Latin American Studies*. 37(2): 285-310.
- Escobar-Lemmon, Maria & Michelle Taylor-Robinson. 2005. "Women Ministers in Latin American Government: When, Where, and Why?" *American Journal of Political Science*. 49(4). 829-844.
- Baldez, Lisa. 2007. "Primaries vs. Quotas: Gender and Candidate Nominations in Mexico, 2003." *Latin American Politics and Society*. 49(3). 69-96.
- Escobar-Lemmon, Maria & Michelle Taylor-Robinson. 2009. "Getting to the Top: Career Paths of Women in Latin American Cabinets." *Political Research Quarterly* 62(4): 685-699.
- Schwindt-Bayer. 2006. "Still Supermadres? Gender and the Policy Priorities of Latin American Legislators." *American Journal of Political Science*. 50(3): 570-585.
- Htun, Mala & S. Laurel Weldon. 2010. "When do Governments Promote Women's Rights." *Perspectives on Politics*. 8:1. 207-216.
- Buvinic, Mayra & Vivian Roza. 2004. "Women, Politics, and Democratic Prospects in Latin America." Inter-American Development Bank. Washington DC.
- Htun, Mala. 2002. "Chapter 1: Women in Political Power in Latin America." *Women in Parliament*. International IDEA.
- Donnelly, Jack. 2003. "Chapter 13: Nondiscrimination for All: The Case of Sexual Minorities." *Universal Human Rights in Theory and Practice*. Cornell University Press.
- Encarnacion, Omar. 2011. "Latin America's Gay Right Revolution." *Journal of Democracy*. 22(2). 104-118.

## Conclusion

Submit Research Proposal to Moodle on **8 May (12:00 pm)**.

- **30 April:** Review Research Proposal expectations, terminate class.