

INTERNATIONAL AFFAIRS 231, FALL 2013 LATIN AMERICAN POLITICS

Jason Eichorst

jeichorst@lclark.edu

Lewis & Clark College

Department of International Affairs

Class Information: JR Howard 242, Tuesday & Thursday 9:40-11:10 am

Office Hours: JR Howard 309, Wednesday & Friday 1:00-3:00 pm

COURSE OVERVIEW

This course is an introduction to democratic development in contemporary Latin America. The course is organized to emphasize broader themes of democratic development in the political science literature and how those themes specifically relate to democratic development in Latin America. Those broader themes explore the different types of political regimes in Latin America, regimes in transition, and democratic governance.

COURSE EXPECTATIONS

This course is designed to encourage analytical and critical thinking. The broader themes are relevant to all regions, though applied specifically to understand social and political phenomena in Latin America. I expect students to strengthen their awareness of the political and social diversity in Latin America. I also expect that students will develop an understanding of the material that will help them apply the lessons to understanding social and political phenomena in other regions. Students should read the material before attending class and they should actively participate in classroom discussion. Class will include lecture and discussion elements. Students will be assigned a grade for their contribution to class. For this to function properly, students (and the instructor) will be tolerant of diverse views and intellectual curiosity.

ASSIGNMENTS

There are no in-class exams. All assignments require the student to process and apply the material. Students can use classroom and external sources for all writing assignments. There are no time restrictions, just a deadline. This is your opportunity to be creative. All assignments will be submitted electronically to the course page on Moodle (moodle.lclark.edu). All documents should be submitted in pdf format. Assignments are due before the start of class, unless otherwise indicated. Assignments will also be returned, with comments, using the course page on Moodle.

Memos. There will be three memos that are due throughout the semester. A memo is a one-page single-spaced response to a question that I assign. The question will address the theme for that section. 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. 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. You will have one week to complete the memo. Memos will be due on the first day of **Week 5, Week 8, and Week 12.**

Grade Assignment. 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.

Current Events & Presentation. I want the students to understand how to apply the literature from class to intelligently explain political and social phenomena in contemporary politics. To do this, every student will be responsible for following current events in Latin America. This is an opportunity to broaden our perspectives to understand the relevance of political science and develop a stronger awareness of Latin America in general. One (or, two students) will be randomly selected at the start of every class to give a **5-minute presentation** of a contemporary issue(s) that the student finds relevant to class. The presentation will include an overview of the issue(s) and how to apply the literature to explain the phenomenon. After the presentation, the audience can ask clarifying questions. Students will have an opportunity to volunteer before random selection. You will not be punished for creativity ... I just want to see that you are following an issue and that you have more than a superficial understanding of the material. Selection only occurs once.

A **two-page final assignment** is due **Tuesday of Week 13** that reviews the major events and concludes with an explanation using the literature. You need to cite the relevant news articles and give a two- or three-sentence review for each. The conclusion will tie everything together and use the literature from class (or, outside) to more deeply understand the issue. There should also be an introduction that lets the reader know what you are doing. Follow the guidelines for completing a memo. The student has some options to approach this task: 1) follow a broad spectrum of events in one country; 2) follow one theme (e.g., environmental policy) across the entire region; 3) follow a few themes (e.g., legislative procedures, environmental policy, economic development, and elections) in a few countries (e.g., Bolivia, Ecuador, Peru). I expect the assignment to cover news from the entire length of the semester. This means, for example, that early presenters should have news articles from periods during the end of the semester and late presenters should have news articles from periods during the start of the semester. Some sources include: The Economist, Latin News (www.latinnews.com), Upside Down World (upside-downworld.org), North American Congresses on Latin America (nacla.org), and The Christian Science Monitor (www.csmonitor.com). Feel free to follow blogs (e.g., www.bloggingsbyboz.com) as a

method to find relevant news sources. I highly suggest using this assignment to help motivate your research question.

Analytical Paper. The final assignment is a twelve to fifteen page analytical paper. The purpose is to evaluate a hypothesis concerning democratic development in at least two Latin American countries. The paper must be comparative, meaning a comparison of the subject between two countries or between two time periods in the same country. Papers are double-spaced, 12-point font, and one-inch margins. Papers will be returned if they exceed fifteen pages or fail to reach twelve pages. The page requirement excludes 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. Papers must make an argument and have a clear purpose. We will discuss in class how to prepare an analytical paper. The memos serve as an exercise to prepare for the analytical paper. The paper proposal will be due on **Thursday of Week 11**. The final paper will be due during **Finals Week**.

Proposal Specifications. 1) a clear statement of the hypothesis you will test; 2) the two comparisons you will evaluate; 3) how you will evaluate your hypothesis; 4) an explanation of why these two comparisons are adequate for evaluating the hypothesis; 5) and, a preliminary bibliography.

Paper Specifications. 1) an introduction that clearly presents the argument and an overview of the argument; 2) a review of the relevant literature; 3) a clearly stated hypothesis; 4) a description of the two comparisons and why they are adequate for evaluating the hypothesis; 5) an analysis; 6) and, a conclusion.

Example Topics. 1) Explore if the number or types of political parties in the legislature impact the likelihood of democratic consolidation; 2) Explore if the design of the electoral system impacts the development of regional or national political parties.

Grading Distribution.

Class Participation	10 percent
Current Events Assignment	10 percent
Current Events Presentation	10 percent
Memos	30 percent
Paper Proposal	10 percent
Analytical Paper	30 percent

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.

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.

Email Policy. Please follow these instructions for email correspondence. The subject line should read: IA231, [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.

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.

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 not part of the assigned texts will be electronically available on Moodle. Reading material will be distributed among the students for those weeks when the reading requirement is excessive. There are two assigned texts:

Wiarda, Howard and Harvey Kline, editors. 2011. *Latin American Politics and Development*. 7th edition. Westview Press.

Smith, Peter. 2012. *Democracy in Latin America: Political Change in Comparative Perspective*. 2nd edition. Oxford University Press.

CLASS SCHEDULE

Week 1: Introduction.

- Introduction & Overview (purpose of the class, expectations, and instruction for managing the reading material).
- Wiarda & Kline (2011). "Chapter 1: The Context of Latin American Politics."
- Wiarda & Kline (2011). "Chapter 2: The Patterns of Historical Development."

SECTION 1: Political Regimes in Latin America*Week 2: Political Actors and the Role of the State.*

- Wiarda & Kline (2011). "Chapter 3: Interest Groups and Political Parties."
- Wiarda & Kline (2011). "Chapter 4: Government Machinery, The Role of the State, and Public Policy."
- Wiarda & Kline (2011). "Chapter 8: Chile."

Week 3: Why Regime Type Matters.

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review*. 87:3.
- Smith (2012). "Chapter 1: Cycles of Electoral Democracy."
- Smith (2012). "Chapter 10: Freedoms, Rights, and Illiberal Democracy."
- Mainwaring, Scott & Timothy Scully. 2008. "Latin America: Eight Lessons for Governance." *Journal of Democracy*. 19:3.

Week 4: Non-Democracies.

- **Reminder:** Assign memo question and discuss how to write a memo.
- O'Neil, Patrick. 2010. "Chapter 6: Nondemocratic Regimes." *Essentials of Comparative Politics*. W.W. Norton.
- Collier, David. 1979. "Overview of the Bureaucratic-Authoritarian Model." in *The New Authoritarianism in Latin America*. David Collier, editor. Princeton University Press.
- Smith (2012). "Chapter 3: The Military: Heading for the Exits?"
- Wiarda & Kline (2011). "Chapter 7: Brazil."

Week 5: Democracy.

- **Note:** Memo 1 due (Tuesday).
- O'Donnell, Guillermo. 1994. "Delegative Democracy." *Journal of Democracy*. 5:1.
- Schmitter, Philippe & Terry Lynn Karl. 1991. "What Democracy Is . . . And Is Not." *Journal of Democracy*. 2:3.
- Wiarda & Kline (2011). "Chapter 18: Costa Rica."

SECTION 2: Regimes in Transition

Week 6: Transitions from Nondemocratic Rule.

- Smith (2012). “Chapter 2: Transitions and Continuities.”
- Casper, Gretchen & Michelle Taylor. 1996. “Chapter 2: The Regime Choice Process.” *Negotiating Democracy: Transitions from Authoritarian Rule*. Pittsburgh University Press.
- Wiarda & Kline (2011). “Chapter 16: Mexico: Democratization, Development, and Internal War.”

Week 7: Democratic Breakdown.

- **Reminder:** Assign memo question.
- Hochstetler, Kathryn. 2006. “Rethinking Presidentialism: Challenges and Presidential Falls in South America.” *Comparative Politics*. 38:4.
- Mainwaring, Scott & Aníbal Pérez-Liñán. 2013. “Democratic Breakdown and Survival.” *Journal of Democracy*. 24:2.
- Wiarda & Kline (2011). “Chapter 11: Venezuela.”
- Wiarda & Kline (2011). “Chapter 10: Peru.”

Week 8: Varieties of Democracy.

- **Note:** Memo 2 due (Tuesday).
- Smith (2012). “Chapter 5: Presidents or Parliaments?”
- Smith (2012). “Chapter 6: Institutional Variations.”
- Smith (2012). “Chapter 7: Elections: Voters, Winners, and Losers.”
- Centellas, Miguel. 2008. “From ‘Parliamentarized’ to ‘Pure’ Presidentialism: Bolivia After October 2003.” *The Latin Americanist*.

SECTION 3: Democratic Governance in Latin America

Week 9: Political Parties.

- Scott, Mainwaring and Scully, Timothy. 1995. “Introduction: Party Systems in Latin America.” in *Building Democratic Institutions: Party Systems in Latin America*. Scott Mainwaring and Timothy Scully, editors. Stanford University Press.
- Jones, Mark. 1994. “Presidential Election Laws and Multipartyism in Latin America.” *Political Research Quarterly*. 47: 41-57.
- Rice, Roberta & Donna Lee Van Cott. 2006. “The Emergence and Performance of Indigenous Peoples’ Parties in South America: A Subnational Statistical Analysis.” *Comparative Political Studies*. 39:709.

Week 10: Legislative Branch.

- **Reminder:** Paper proposal due next week.
- Taylor-Robinson, Michelle. 1999. “Who Gets Legislation Passed in a Marginal Legislature and is the Label Marginal Legislature Still Appropriate?: A Study of the Honduran Congress.” *Comparative Political Studies*. 32:5.
- Crisp, Brian, Maria Escobar-Lemmon, Bradford Jones, Mark Jones, Michelle Taylor-Robinson. 2009. “The Electoral Connection and Legislative Committees.” *The Journal of Legislative Committees*. 15:1.

- Crisp, Brian & Amanda Driscoll. 2012. "The Strategic Use of Legislative Voting Procedures." *Legislative Studies Quarterly*. 37:1.

Week 11: Executive-Legislative Relations.

- **Note:** Paper proposal due (Tuesday).
- **Reminder:** Assign memo question.
- Payne, Mark, Daniel Zovatto, & Mercedes Mateo Díaz. 2007. Chapter 4. "Balancing Executive and Legislative Prerogatives: The Role of Constitutional and Party-Based Factors." in *Democracies in Development: Politics and Reform in Latin America*. IADB. free online.
- Cheibub, Jose Antonio. 2002. "Minority Governments, Deadlock Situations, and the Survival of Presidential Democracies." *Comparative Political Studies*. 35:3.
- Mejía Acosta, Andrés & John Polga-Hecimovich. "Coalition Erosion and Presidential Instability in Ecuador." *Latin American Politics and Society*. 53:2.

Week 12: Economic Development.

- **Note:** Memo 3 due (Tuesday).
- Weyland, Kurt Gerhard. 2004. "Assessing Latin American Neoliberalism: Introduction to the Debate." *Latin American Research Review*. 39:3.
- Walton, Michael. 2004. "Neoliberalism in Latin America: Good, Bad, or Incomplete." *Latin American Research Review*. 39:3.
- Huber, Evelyn and Frederick Solt. 2004. "Successes and Failures of Neoliberalism." *Latin American Research Review*. 39:3.
- Wiarda & Kline (2011), "Chapter 12: Uruguay: Balancing Growth and Democracy."

Week 13: Judicial Branch.

- **Note:** Current Events Assignment due (Tuesday).
- Brinks, Daniel. 2010. "Institutional Design and Judicial Effectiveness." in *Democratic Governance in Latin America*. Scott Mainwaring and Timothy Scully, editors. Stanford University Press.
- Basabe-Serrano, Santiago. 2012. "Judges without Robes and Judicial Voting in Contexts of Institutional Instability: The Case of Ecuador's Constitutional Court, 1999-2007." *Journal of Latin American Studies*. 44.
- Wiarda & Kline (2011), "Chapter 22: Honduras: Democracy in Distress."
- **Reminder:** Paper due during finals week. Discuss how to write an analytical paper.