



COURSE PROGRAM

I. IDENTIFICATION

Program : COFC Semester Abroad in Chile

Course : Politics of Latin America

Code : POLI340

Professor : Rosa Isabel Basaure, PhD

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Schedule : Monday 9:40-11:10 – Wednesday 13:50-15:20

Office hours upon request

II. COURSE DESCRIPTION

This course reviews the politics, practices, and governments of Latin America as a vastly divergent region, focusing on political aspects throughout the 20th century, the current regional situation and the contemporary international politics of Latin America regarding old (United States and Europe) and new actors (China) of the International Stage.

Throughout the development of this course we will review core theoretical issues of the Political Science reflected on issues of democratization, development, economic models, as well as its socio-political background of the region in order to provide a description of the main regional actors and their relations in a comparative perspective and to understand the contemporary developments of Latin America.

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de Lingüística y Literatura

III. OBJECTIVES

1. Introduce key concepts in Political Science, particularly related to Comparative Politics.
2. Review the historical trajectory of politics in the region.
3. Debate contemporary issues.
4. Introduce general knowledge of Latin America and its place in the world context.
5. Practice critical thinking, debating, researching and writing skills.

IV. CONTENTS

The course is divided into ten topics, each representing a focus on a country or set of countries and highlights key theoretical issues.

V. METHODOLOGY

The course consists of a combination of lectures and in-class activities including student presentations, news analysis, roundtable discussions (students will reflect and take a position regarding a topic and come to class prepared to discuss and defend their position), field trips and film screenings.

Participation is essential and students are expected to be active learners and invited to bring their own concerns and interests to the course.

Student Country Presentations: Students will research on an issue related to the class topic of the day and present their findings to the class (20-25 minutes). Presentations must include visual material and additional readings (media articles, academic articles or pertinent videos)

Each class member will sign up for one country during the semester. Sign-up will occur on the first session and students will present on a country of their choice (excepting Chile).

The students must use power point or other visual platform which – together with the additional reading and materials - will be shared to the whole class via email or electronic platform at least 24 hours before the presentation.

Adjustments can be made according to student interests, topics and schedule.

News analysis of a contemporary interest topic: Students will research a political issue that is of interest to them and that was not fully addressed throughout the course according to comparative news analysis regarding how Latin American Society reflects that through mass/social media.

Topics should be grounded in the Latin American context and they can include - but are not limited to- civil rights, ethnic conflicts, drug legalization, environment, education, health, etc., giving information regarding historical background, main actors and their positions, the

current situation within a specific country or the region and its international context according to different mass media actors.

Presentations should be uploaded to Internet (blog, vlog, web site) including material based on academic and public sources. (Students are expected to do reading and research additional to the required Reading list). They should email their material or the link and the additional information to the Professor and the class by 9 PM of the day before the presentation.

Each student will have a maximum of 10 minutes for the presentation.

Reaction Piece: 3-5 pages (max.) responding to the visual or literary material observed according to units. A good reaction piece will incorporate theoretical (political science) issues. Format: TNR, 12", double-space, 1" margins.

Participation: Participation is a big part of this course. The grade will reflect fieldtrip participation, in-class roundtable discussions, preparedness for class and other in-class exercises. Absence and tardiness will result in significant discounts to participation grade.

Bonus Assignments: Throughout the semester, students are encouraged to keep abreast of South American current developments. Students may bring in relevant newspaper articles with a 1-2 paragraph discussion of how the event relates to issues discussed in the course. Points will be added to the Student contemporary political issues Report and a maximum total of 5 points (1/2 grade point) can be earned through these assignments. Each student can bring up to 1 of these per class and a total of 5 during the semester.

Exam: Exam will include a mix of analytical essays asking students to relate theoretical topics to particular cases, short answer questions, definitions, and reading comprehension questions.

VI. Grading

Student country Presentation:	20%
Student contemporary political issues Report:	20%
Reaction Piece	20%
Final exam	30%
Participation	10%

Grading Policy: The penalty for lateness on a written assignment is 5 points per day of lateness counted as 24 hours after the beginning of that day's lecture. Unannounced absence for presentations results in receiving the lowest grade (10 points) for that assignment. If the student has a problem and knows she or he will not be able to make presentation, please provide relevant documentation and warning in advance via email. Potential re-scheduling will be assessed on a case-by-case basis depending on availability, student performance, and available slots in future activities.

VII HONOR CODE

Regarding academic conduct, please review the policies stipulated by the College of Charleston. Plagiarism and other academic misconduct will be penalized severely.

VIII. Course Calendar and Topics

WEEK	DATE	TOPIC	CONTENTS	REQUIRED READING
1		Course Introduction: Dependency and Modernization, two approaches to Latin America	Course Introduction: International Relations Theory and Latin America Cepalistas v/s Cultural explanations	Harrison, L. E. (1985). <i>Underdevelopment is a state of mind: The Latin American case</i> . Lanham, MD: Center for International Affairs, Harvard University and University Press of America. Excerpts Cardoso and Faletto. (1979). <i>Dependency and Development in Latin America</i> . Excerpts Skidmore T. and Smith P.: (2005). <i>Modern Latin America</i> . Oxford University Press 351-357
			Regionalism in Latin America: convergence or divergence: ALADA -MERCOSUR – ALBA - UNASUR - CELAC	Börzel, T. A. (2011) Comparative Regionalism. A New Research Agenda. KFG Working Paper Series 28. Available: http://www.polsoz.fu-berlin.de/en/v/transformeurope/publications/working_paper/wp/wp28/ De Lombarde, P, & Garay (2006). <i>The new regionalism in Latin America and the role of the United States</i> . Obreal/eularo. Excerpts Available: http://www19.iadb.org/intal/intalcdi/PE/2009/03385.pdf
2		The curse of Natural resources	Natural resources in Latin America	Ross, M. (2015). <i>What Have We Learned about the Resource Curse?</i> . Annual Review of Political Science.Vol. 18: 239-259
			Import-substitution Industrialization	Skidmore and Smith. 358- 361 Kingstone P.(2006). <i>Readings in Latin American Politics</i> . Houghton Mifflin. Chapter 3, pg 68-83 Ocampo, J. A. (2011). <i>Macroeconomy for development: countercyclical policies and production sector transformation</i> . CEPAL review Available: http://repositorio.cepal.org/bitstream/handle/11362/11501/1040070351_en.pdf?sequence=1 Kaulich, F. (2012). <i>Diversification vs. Specialization as Alternative Strategies For Economic Development: Can We Settle a Debate by Looking at the Empirical Evidence?</i> . United Nations Industrial Development Organization, pages 1 to 21. Available at: http://www.unido.org/fileadmin/user_media/Publications/Research_and_statistics/Branch_publications/Research_and Policy/Files/Working_Papers/2012/WP032012_Ebook.pdf
3		Chile	A revolution with wine and empanadas: electing a socialist government	Skidmore and Smith 296-301. Skidmore and Smith 421-424. Winn, P. (1986) <i>Weavers of a Revolution: The Yarur workers and Chile's Road to Socialism</i> . Oxford University Press. Excerpts.
			El once de Septiembre, the end of a dream	Skidmore and Smith 302-304, 384-386 Collier, D. (1979). <i>Overview of the Bureaucratic- Authoritarian Model" in The New Authoritarianism in Latin America</i> . Princeton University Press. Excerpts
4			Fieldtrip: Museo de la Memoria	

			Democratic Transition “En la medida de lo posible” (Political change v/s the continuity of an economic model)	<p>Fernandois, J. (2011) Pragmatism, Ideology, and Tradition in Chilean Foreign Policy Since 1990.” In <i>Latin American Foreign Policies, between ideology and pragmatism</i>, edited by Gian Luca Gardini and Peter Lambert. Palgrave Macmillan. 35-52.</p> <p>Siavelis, P. and Sehnbruch, K. <i>Political and Economic Life Under the Rainbow in</i> Peter Siavelis and Kirsten Sehnbruch, eds. <i>Democratic Chile: The Politics and Policies of an Historic Coalition, 1990-2010</i>. (In Press, Boulder: Lynne Rienner Press, January 2014): 1-14</p> <p>Siavelis, P. <i>Chile’s Student Protests: The Original Sin of Educational Policy</i> <i>Revista: Harvard Review of Latin America</i>, XII:1 (Fall 2012): 74-77. Available: http://revista.drclas.harvard.edu/book/chiles-student-protests</p>
5			Fieldtrip: Valparaiso: Congress and Neruda’s house	
			Fieldtrip: Chilean Economic Activity site	
6		Peru	Peruvian Neoliberalism and Democracy: Economic growth and inequality. Roundtable on Fujimori	<p>Forero, Perry. (2014) <i>Inequality in Peru: Reality and risks</i>. OXFAM Available: https://peru.oxfam.org/sites/peru.oxfam.org/files/file_attachments/Inequality%20in%20Peru.%20Reality%20and%20Risks.pdf</p> <p>Garcia, M. (2005) <i>Making Indigenous Citizens: Identity, Development and Multicultural Activism in Peru</i>. Stanford, CA: Stanford University Press. Excerpts. (Also available: <i>Journal of Latin American and Caribbean Anthropology</i>) Volume 10, Issue 2. November 2005. Pages 457–459</p>
			Cultural diversity and the national community	
7		Bolivia	Bolivia and the new Left: America’s symbolic first presidents: Evo, Lula, Cristina, Michelle and Obama	Skidmore and Smith 173-183
			Mar para Bolivia: The current Bolivia.Chile conflict	
8		Brazil	The rise and fall of an emerging power.	<p>Celupani, Gabriel y Tullo Vigevani (2012), <i>Brazilian Foreign Policy in Changing Times: The Quest for Autonomy from Sarney to Lula</i>, Maryland, Lexington Books. Excerpts</p> <p>Gratius, S. y Gomes Saraiva M. (2013). <i>Continental Regionalism: Brazil’s prominent role in the Americas</i>. CEPS Working Document Nro 374. Available: https://www.ceps.eu/system/files/WD%20No%20374%20Brazil%27s%20Continental%20Regionalism.pdf</p>
			Regional and global leadership: <i>Emergence of Bric economies Roundtable discussion: The future of Brazil?</i>	<p>Skidmore and Smith, 306-343</p> <p>Kingstone, chapter 7</p>
9			¿A Racial Democracy?	<p>Skidmore and Smith 6th edition, 174-5</p> <p>Marx, Anthony (1999) <i>Making Race and the Nation: A comparison of South Africa, the United States, and Brazil</i>. Columbia University. Excerpts.</p>
			Screening: City of God.	

10		Argentina	From the Dictatorship to the return of the Democracy (Alfonsín Administration to The Kirchners)	Levey, Ozarow, Wylde (2014) <i>Argentina Since the 2001 Crisis: Recovering the Past, Reclaiming the Future</i> . Palgrave. Excerpts Malamud, A. (2011) Argentine foreign policy under the Kirchners: ideological, pragmatic, or simply peronist? In <i>Latin American Foreign Policies, between ideology and pragmatism</i> , edited by Gian Luca Gardini and Peter Lambert. Palgrave Macmillan. Ch. 5.
			Resistance to the dictatorship and the birth of human rights organizations. The “Madres de Plaza de Mayo.”	Koepsel, R. (2011) <i>Mothers of the Plaza de Mayo: First Responders for Human Rights</i> . Case Specific Briefing Paper Humanitarian Assistance in Complex Emergencies University of Denver Available: https://www.du.edu/korbel/criic/humanitarianbriefs/rachelkoepsel.pdf
11		Mexico	Mexico	Foreign Affairs (2012). México (Special Dossier)
			México en Tránsito: Migración Mexicana hacia EEUU	Alarcón, Rafael (2011): <i>U.S. Immigration Policy and the Mobility of Mexicans (1882-2005)</i> , en: Migraciones Internacionales, vol. 6, núm. 1, enero junio, El Colegio de la Frontera Norte, A.C., México, p. 185-218. Available: https://www.colef.mx/migracionesinternacionales/wp-content/uploads/2011/02/MI_20-185-218.pdf
12		Venezuela	Chavez illegitimate or direct democracy?	The Economist (2005). <i>Special report: Hugo Chávez’s Venezuela</i> , May 14-20.
			What about now?	Boudin, C., Gonzalez G. and Rumbos W. (2006) <i>The Venezuelan Revolution: 100 Questions - 100 Answers</i> . Thunder’s Mouth Press. Excerpts.
13		Latin America in the New World Stage	Asia-Latin America relations. Interests, challenges and opportunities. REACTION PIECE EVALUATION	Jenkins, R., and Peters, E. D. (2009). <i>China and Latin America. Economic relations in the twenty century</i> . German Development Institute. Bonn/México. Chapters 1 and 2. Available: https://www.die-gdi.de/uploads/media/Studies_49.pdf Dosch, J. and Goodman, D. (2012): <i>China and Latin America: Complementarity, competition, and Globalization</i> . Journal of Current Chinese Affairs N°41.1. 3-19 Available: http://journals.sub.uni-hamburg.de/giga/jcca/article/view/493/491 Nilsson M., Gustafsson J. . (2012) Latin American Responses to Globalization in the 21st Century. Palgrave Macmillan UK. Excerpts.
			Change and Continuity in Europe-Latin America relations	Sberro, S. (2012) <i>The Three Stages of the Bi-regional relations between Latin America, the Caribbean and the European Union</i> . Presentation at the Seminar EU-LAC/GIGA New grounds for the relations between the European Union, Latin America and the Caribbean – Towards a Relevant Partnership. EU-Lac Foundation, Hamburg, September. 32-37 Available: https://eulacfoundation.org/en/system/files/proceedings_eu-lac-giga_seminar_2012.pdf Nilsson M., Gustafsson J. . (2012) Latin American Responses to Globalization in the 21st Century. Palgrave Macmillan UK. Excerpts.
14			Latin America – US relations: Understanding the political, economic and social impacts of the Washington Consensus	Damill, M. y R. Frenkel, R. (2014) <i>Macroeconomic policies and performances in Latin America 1990-2010</i> . Available: http://www.itf.org.ar/pdf/documentos/84-2011.pdf Ocampo, A. (2005) Beyond the Washington consensus: what do we mean? Journal of Post Keynesian Economics. Vol. 27, No. 2 (Winter, 2004-2005), pp. 293-314. Available: http://www.jstor.org/stable/4538925 .
				Final Exams

Rubric for Student Country Presentation (20%)

Criteria & Points Assigned	Excellent (5)	Meets Expectations (4)	Below Expectations (3)	Missing or Serious Problems (1)
Understanding of the topic	Demonstrates disciplinary understanding and interconnections; makes links that suggest discovery of new information or new ways of	Moves beyond surface understanding; Demonstrates facility with topical and disciplinary knowledge.	Demonstrates some understanding of topic;	Demonstrates little or no understanding of topic Does not make connections among ideas
Identification of key factors	Detailed identification of all relevant factors regarding the selected country (Economics - Cultural - Legal –Demographic – others)	Identification of relevant factors regarding the selected country (Economics - Cultural - Legal – Demographic – others)	Some identification of relevant factors regarding the selected country (Economics - Cultural - Legal –Demographic – others)	No or incomplete identification of some or all of the following relevant factors: Economics - Cultural - Legal – Demographic - others
Mechanics	Information presented according to University level. Student's graphics explain and reinforce screen text and presentation.	Information is presented in a logical sequence. Student's graphics relate to text and presentation	Difficult to follow. Student occasionally uses graphics that rarely support text and presentation.	No logical sequence of information Student uses superfluous graphics or no graphics
Posture and Mannerisms	Uses body language effectively (and naturally) to maintain audience's interest. Student uses a clear voice, precise pronunciation of terms so that all audience members can hear presentation.	Good body language. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Some distracting mannerisms Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Several distracting mannerisms, which may include bad posture, shifting feet, etc. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.
SCORE				
GRADE:				

Rubric for Student contemporary political issues Report (20%)

Criteria & Points Assigned	Excellent (5)	Meets Expectations (4)	Below Expectations (3)	Missing or Serious Problems (1)
Understanding of the topic	Demonstrates disciplinary understanding and interconnections; makes links that suggest discovery of new information or new ways of relaying information regarding the topic.	Moves beyond surface understanding; Demonstrates facility with topical and disciplinary knowledge.	Demonstrates some understanding of topic;	Demonstrates little or no understanding of topic Does not make connections among ideas
Identification of key factors	Detailed identification of all relevant factors regarding the selected topic (historical background, main actors and their positions, the current situation within a specific country or the region and its international context according to different mass media actors)	Identification of relevant factors regarding the selected topic (historical background, main actors and their positions, the current situation within a specific country or the region and its international context according to different mass media actors)	Some identification of relevant factors regarding the selected topic (historical background, main actors and their positions, the current situation within a specific country or the region and its international context according to different mass media actors)	No or incomplete identification of some or all or the following relevant factors: (historical background, main actors and their positions, the current situation within a specific country or the region and its international context according to different mass media actors)
Depth of analysis	Blog goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways. Blog shows a nuanced grasp of news analysis principles and the ability to apply these principles with facility.	Blog fully meets the parameters of the assignment but does not exceed them. (and/or...) Blog demonstrates a good grasp of news analysis principles but some awkwardness applying them.	Blog does not address some aspects of the assignment. (and/or...) Blog demonstrates a somewhat shaky grasp of news analysis principles.	Blog does not address the assignment. (and/or...) Blog is inconsistent with news analysis principles (i.e. difficulties regarding news time lapse, actors, key factors of the conflict, etc)
Mechanics	Information is very organized with well- constructed paragraphs and subheadings. Postings are creatively and fluently written to stimulate dialogue and commentary. All sources (information and graphics) are accurately documented.	Information is presented in a logical sequence. Information is organized with well- constructed paragraphs. Postings are generally well written with some attempts made to stimulate dialogue and commentary. All sources (information and graphics) are documented, but it has a 1-2 errors.	Information is organized, but paragraphs are not well constructed, which makes it difficult to follow. Postings are brief and unimaginative, and reflect minimal effort to connect with the audience. All sources (information and graphics) are documented.	The information is disorganized. No logical sequence of Information. Postings are do not stimulate dialogue and commentary and do not connect with the audience. One or more sources are not accurately documented.
SCORE				
GRADE:				

Rubric for Class Participation (10%)

Criteria & Points Assigned	Excellent (5)	Meets Expectations (4)	Below Expectations (3)	Missing or Serious Problems (1)
Active participation	Actively and regularly contributes to discussion; Initiates discussion on issues related to class topic	Voluntarily contributes to discussion without prompting	Few contributions; Seldom volunteers but responds to direct queries	Absent Does not contribute
Relevance of participation to topic under discussion	Contributions are relevant and promote in-depth analysis of material	Contributions are always relevant to discussion	Contributions are sometimes off-topic or distracting	Contributions are off-topic or distract class from discussion
Evidence of level of preparation	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned	Clearly read and thought about the material in advance of class	Appears to have read the material, but not closely or did not read all material	Not adequately prepared; Does not appear to have read the material in advance of class
Listening/Cooperation	Models good classroom citizenship. Responses to others are appropriate (content and form). Promotes active participation by others	Participates regularly without monopolizing; Listens and responds to contributions of others	Participates occasionally; Does not respond to contributions of others	Inattentive or makes inappropriate or disruptive comments
SCORE				
GRADE:				

Comments:

Rubric for Reaction Piece (20%)

	Excellent (5)	Meets Expectations (4)	Below Expectations (3)	Missing or Serious Problems (1)
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Organization	Organization is logical and quickly apparent. Connections among paragraphs are clearly articulated and transitions between paragraphs are smooth. Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.	Organization as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth. Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively. In all but a few cases, the paragraph's point is expressed in a clear topic sentence.	Organization as a whole can only be discerned with effort. Not all parts of the paper fit the organizational structure or the parts of the paper are effectively integrated. In a number of paragraphs, there is not a distinct or coherent point.	In a number of paragraphs, the parts do not connect logically so organization of the paper as a whole is not logical or discernable.
SCORE				
GRADE:				