



COURSE PROGRAM

I. IDENTIFICATION

Program: COFC Semester Abroad in Chile
Course: Politics of Latin America
Code: POLI340
Professor: Sébastien Dubé, PhD
Email: sebastien.dube@usach.cl
Schedule: Tuesday and Thursday 15:30 – 17:00.

Office hours upon request.

II. COURSE DESCRIPTION

This course introduces to the political, social, and economic evolution of the Latin American region since the Independence processes of the beginning of the XIXth Century. It presents the most important characteristics of the political systems and the economic models applied, mostly from a comparative politics perspective. This overview allows the students to understand the most important features of Latin American current challenges and the ways the academia has conceptualized them. Group dynamics will allow the students to understand the major macro phenomenon that the region has experienced, while individual work will allow them to focus on special cases related to each one's research interests.

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FACULTAD DE HUMANIDADES
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Departamento
de Lingüística y Literatura

III. OBJECTIVES

1. Understand from a comparative perspective the characteristics and consequences of colonialism on Latin American Independence processes and state-building.
2. Understand the impact of international and national factors on the evolution of the social, political, and economic Latin American systems in the first half of the XXth Century.
3. Relate the social, political, and economic dynamics of the Cold War era with regional and international dynamics.
4. Understand the post-Cold War dynamics in the region, relating them with the current challenges it faces.

IV. CONTENTS

The course presents the most important political and economic characteristics of the region chronologically from the Independence processes. The main political contents are related to: oligarchic regimes, populism, bureaucratic authoritarian regimes, democratic transitions and post-Cold War ideological clashes. The main economic themes analyzed in the course are: XIXth century insertion in the international economy, populist/state-centered and ISI model, neoliberalism and current economic debates.

V. METHODOLOGY

The course consists of a combination of lectures, seminar and individual work. Every week, we will dedicate one session to discuss the obligatory readings. These classes will begin with a contextualization by the Professor and then by a 10-minute-long presentation of the readings by a student. The rest of the class will be dedicated to discussing the readings, trying to answer the leading questions related to each specific class. The second class of the week will usually be dedicated to clarifying the content of the week and to individual work on specific research topics chosen by each student according to his or her specific interests.

VI. GRADING

Presentations:	25%
Mid-term paper:	30%
Final paper:	45%

Grading Policy:

- a) Presentations: the calendar of the presentations will be determined during the second week of the semester. The absence to a presentation results in a 0 unless it is justified and backed by a medical certificate. Each student will have to do three presentations during the semester, the 25% corresponding to the average of the three grades.
- b) Mid-term papers are due on Thursday October 19th at 3:30 pm. The penalty for lateness is 10% of the grade for each 24 hour-period after the deadline.
- c) Final papers are due on Tuesday November 28th at 3:30 pm. No papers will be received after the deadline, which means that late papers will automatically receive a 0.

Grades:

- a) 93-100% = A
- b) 90-92 = A-
- c) 87-89 = B+
- d) 83-86 = B
- e) 80-82 = B-
- f) 77-79 = C+
- g) 73-76 = C
- h) 70-72 = C-
- i) 68-69 = D+
- j) 66-67 = D
- k) 65 = D-
- l) 0-64 = F

VII. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If there is a student in this class who has a documented disability and has approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss with me during my office hours.

VIII. ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.

IX. ATTENDANCE

Attendance is mandatory. More than THREE un-excused absences will produce a grade of "F" (since only I can excuse you, check with me first).

X. ELECTRONICS POLICY

All laptops, ipads (or equivalent), and cell phones must be turned off during class time. If you must have your cell phone on for emergency purposes it must be set to vibrate only and put away out of sight.

XI. CALENDAR AND TOPICS

Weeks and dates	Topics	Readings	Questions
1 TU aug 29 TH aug 31	Introduction to the course: your goals and what you wish to learn about LA. How LA sees the world. Latin America today: its main indicators and characteristics. A look at the map.	Tulchin 2016, ch 1.	What are the main questions you wish to find answers to in this class and during your journey in South America?
2 TU sep 5 TH sep 7	The colonial period and the differences between South America and North American colonial experiences and Independence processes.	Lange, Mahoney and vom Hau 2006, p. 1412-1462. Armitage and Gaffield 2016, p. 1-22.	What are the main differences between North American and Latin American colonial experiences? Were Latin American Independence processes liberal or conservative?
3 TU sep 19 TH sep 21	Oligarchic regimes and economic models: 1830-1930.	Cortés 1992, p. 163-179. Prados de la Escosura 2009, p. 279-307. Coatsworth and Williamson 2004, p. 205-232.	What were the main characteristics of the political and economic Latin American systems between 1820 and 1930? And why were these systems put in place? How different were they from the North American ones?
4 TU sep 26 TH sep 28	Populism as a reaction to national and international political processes: 1930-1960.	Bértola and Ocampo 2012, p. 138-197.	Why did populism emerge as a regime type? Where and why did it emerge at this moment? Is populism left-wing or right-wing? What characteristics have the economic model that came with populism?
5	The logics of the	Wickham-Crowley	What were the rules of the

TU oct 3 TH oct 5	Cold War and the revolutionary real, and imagined, threats: 1950-1964.	1990, p. 231-237. Wickham-Crowley 2014, p. 215-242.	game in Latin America during the Cold War? What impact did the Cuban the Revolution have?
6 TU oct 17 TH oct 19	The authoritarian wave: 1964-1979.	Schamis 1991, p. 201-220. Remmer and Merx 1982, p. 3-40. Smith 2008, p. 148-212.	Why did the 60s reformist programs fail? What was the difference with former authoritarian and military regimes?
7 TU oct 24 TH oct 26	The debt crisis, its internal and external causes.	Franko 2007, p. 77-106. Cardoso and Fishlow 1992, 23 p.	What are the causes and characteristics of the debt crisis?
8 TU oct 31 TH nov 2	The democratic transitions: 1979-1990.	Hellinger 2011, p. 230-280.	Which internal and external factors explain the switch from authoritarian to democratic regimes?
9 TU nov 7 TH nov 9	The neoliberal economic turn: 1980-2000.	Remmer 1991, p. 777-800. Huber and Solt 2004, p. 150-164. Geddes 1991, p. 371-392. Weyland 2004, p. 135-157.	How did Latin America get out of its worst economic crisis of the XXth Century?
10 TU nov 14 TH nov 16	The comparative results of the different economic models, the left wave.	Kingstone, 2011, p. 45-126.	Why has Latin American been unable to reach development in spite of the different economic models it tried?
11 TU nov 21 TH nov 23	The current economic and political challenges.	Smith and Ziegler 2008, p. 31-57. O'Donnell 2001, p. 599-609. Hagopian 2016, p. 119-128. Luna and Vergara 2016, p. 158-165.	What are the main characteristics, strengths and weaknesses of Latin American political and economic systems today?
12 TU nov 28 TH nov 30	Final paper and conclusions.	---	---

XII. RUBRIC FOR GRADING MID-TERM (30%) AND FINAL PAPERS (45%)

Both papers aim to evaluate your capacity to:

1. Define a research question valid theoretically, conceptually and methodologically according to Political Science standards.
2. Justify the importance and the interest of the research.
3. Construct a research design valid for a case study, a comparative study between Latin American countries or a comparative study between Latin American countries and other regions of the globe.
4. Conduct an autonomous research with the support of the professor.
5. Mid-term papers are dedicated to a topic/issue/phenomenon occurring between 1800-1980.
6. Final papers are dedicated to a topic/issue/phenomenon occurring between the end of Cold War and now.

Elements	Evaluation			
	<p>Excellent</p> <p>May require only few minor corrections.</p> <p>(5)</p>	<p>Good</p> <p>Require correction to improve the comprehension, structural elements of the paper are acceptable.</p> <p>(4)</p>	<p>Regular</p> <p>Structural corrections are necessary to improve the logic of the paper and/or the validity of the research.</p> <p>(3)</p>	<p>Bad or missing</p> <p>Elements are missing or are incorrect. Do not reach the minimum quality expected for an undergrad paper.</p> <p>(1)</p>
<p>Presentation of a problem, formulation of the research question, its justification, (20%)</p>				
<p>Review of the literature, identification of the theoretical</p>				

discussions on the issue, the main authors' contributions and limits. (20%)				
Explanation and justification of the methodological framework. (20%)				
Quality of the argument, the empirical support, the main conclusions reached. (20%)				
Quality of the presentation, writing, editing, citing, bibliography. (20%)				
Final grade				

XIII. RUBRIC FOR ORAL PRESENTATIONS OF THE READINGS (25%)

Presentations evaluate your capacity to:

1. Identify a central theme/problem relating the different readings of the week.
2. Demonstrate your global understanding of the problem.

3. Identify the most important arguments of the author(s).
4. Defend a personal opinion regarding the author(s)' arguments.
5. Answer the leading questions related to the readings.
6. To structure the presentation logically to answer 1 to 5 in 10 to 15 minutes.

Elements	Evaluation			
	Excellent	Good	Regular	Bad or missing
	Brief, clear, logical, concise, and coherent. (5)	Requires minor adjustments. (4)	Sufficient but lacks clarity, precision, coherence, and/or concision. (3)	Incorrect. (1)
Formulation of a clear element/problem related to all the readings. (20%)				
Explanation of the main arguments of the author(s). (20%)				
Addresses and the leading questions (20%)				
Defends a personal point of view on the problem and the readings. (20%)				

<p>Quality of the presentation, and respect of the time limit.</p> <p>(20%)</p>				
<p>Final grade</p>				

XIV. BIBLIOGRAPHY

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