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Course:

Political Science CPO3303: Politics of Latin America
Mode of Delivery: Online
Start Date: August 22th, 2022, | End Date: December 2nd, 2022

Class and Office Hours:

This is an online class; therefore, you can go at your own pace. Nonetheless, note that **every week there will be deadlines to meet.** Plan your work around these due dates; this is essential for your success in this class.

Office hours are by appointment only. **Please contact me via email if you would like to schedule a virtual meeting. We can meet using Zoom.** I will try to get back to you within 48 hours to either confirm the date of our meeting—in case you have suggested one—or to suggest an alternative time and day. I am here to help you, so if you need help with anything related to this class, please make sure to reach out.

Please note that this is an asynchronous class. Thus, there will be no live sessions. Video lectures are meant to help you recall and remember the essential points about the material you will read in the class. Meanwhile, online discussions are designed to be the place where you will have the opportunity to analyze and think more in-depth about the readings. That said, if there is any material you want to discuss any further, we can schedule virtual office hours. These sessions could be either one-on-one or, if several you want to talk about a particular topic, we can hold small group virtual meetings. Nevertheless, you will be responsible for requesting these special sessions since this course is designed as an asynchronous class.

Catalog Description:

This course examines Latin American politics after the mid-20th century. It examines the historical, economic, and international contexts in which Latin American political systems function, and identifies challenges to democracy and development. The specific Latin American countries covered will vary.

Course Description:

This course serves as an introductory overview of Latin American politics. The first part of the course provides a historical overview of the political development of the region from the Colonial period through the beginning of the 20th century. Next, we contemplate general trends across the region as countries balanced the dual objectives of democratization and development. Finally, we will turn to an assessment of modern Latin American politics through an institutionalist lens. Considering the main features of Latin American presidential regimes, electoral laws, legislative politics, and party systems, we leverage variance in institutional rules to explore how these rules are consequential for the functioning of Latin American democracies today.

No survey of Latin America can claim to cover the ample diversity of historical experiences and contemporary political systems that coexist throughout the region. In order to impose some boundaries on the vast amount of information potentially available to the student of Latin American politics, we will focus mainly on the political development of Argentina, Brazil, and Mexico. However, we will devote time to the analysis of circumscribed historical episodes in other countries. These episodes shed broader light upon political phenomena of paramount importance throughout the region, such as revolution or democratic breakdown.

Course Goals:

Upon completion of this course, students will be able to

- 1) Recognize and recall patterns of colonization, early statehood, and early 20th century economic development that are common to most Latin American countries, but which set the region apart from European and/or North American counterparts;
- 2) Articulate consequences of these historical trends for development and democratization throughout the 20th century, describing challenges that many countries across the region have faced, as well as their modal responses to them;
- 3) Critically evaluate how arguments advanced in social science scholarship engage the contextual factors identified in (1) and (2), with the aim of analyzing the contemporary political environment in modern Latin American countries.

In addition:

This course has been approved to meet FSU's Liberal Studies Social Sciences requirements and helps you become a critical analyst of theories and evidence about social forces and social experience. Accordingly, each of the Topics listed in the course outline has been designated (LS1), (LS2) or (LS1&2), corresponding to the Liberal Studies curriculum objective the assigned material engages.

By the end of this course, students will:

1. Discuss the role of social factors in contemporary problems or personal experiences.
2. Analyze claims about social phenomena.

Course Materials:

There are two required books in the course, available for purchase at the FSU bookstore or your favorite online retailer. Both books can be bought or rented as eTextbooks for those who prefer this type of media.

Chasteen, John Charles. 2016. *Born in Blood & Fire: A Concise History of Latin America*. Fourth edition. W.W. Norton & Company.

Smith, Peter H., and Cameron J. Sells. 2017. *Democracy in Latin America*. Third edition. Oxford University Press.

I will post all other reading materials on Canvas. Please see the week-by-week course schedule listed at the end of this syllabus for the schedule of required readings. You should complete all readings before participating in class or online discussions, taking quizzes and exams, or

completing the short essays assigned. The schedule of assignments is subject to change with advance notice.

Earning your grade:

Please read this and the following section carefully. Registration in this course implies that you agree with all elements of evaluation herein described. Further, though I reserve the right to modify this syllabus with advance notice to students, I will not do so for the fundamental parameters of student evaluation and grading.

In order to accomplish the above-stated course goals and ensure your success in the course, I strongly encourage you to do the following (at a minimum):

- Complete all reading **in advance of completing any graded activities**. These **reading assignments are required**, not optional. Your **participation in discussion boards** is essential for getting a good grade.
- Take advantage of the online resources available to you through the textbook website. I will share video lectures, brief texts, and other materials to aid with your learning process. These materials are not a substitute for the readings; however, they can be valuable complements to understand the course material better.
- **Contact your instructor early** on if you have questions or concerns about course materials, course expectations, or your grade. Schedule an online meeting by sending an email to jirigoyen@fsu.edu. **Suppose you find yourself thinking about emailing me on or after finals week to discuss your grade. In that case, this means that you are contacting me several weeks too late.** Do not make your grade hinge solely on the result of your final paper.
- **Engage with the material** and participate in Canvas discussions boards.
- **When participating in Canvas discussions, refrain from negative participation, defined as behavior that is disrespectful to other students or the instructor.**

Weekly Quizzes – 15% (Five quizzes, 3% each)

During the first ten weeks of the semester, you will be responsible for completing a multiple-choice quiz over the assigned material every other week (**five quizzes in total**). The quizzes will cover information contained in the course lectures and assigned readings. Each weekly quiz will become available **Monday at 00:00 AM** and will close **Sunday at 11:59 PM, on Weeks 2, 4, 6, 8, and 10 of the semester**. PLEASE NOTE There will be NO makeups given for weekly quizzes. If you are concerned about your ability to complete a quiz on time, please reach out to me as soon as possible.

Discussion Board Assignments or Zoom Sessions Participation– 30% (Weekly Canvas or Zoom discussions, 2% each)

A large portion of your grade consists of your engagement with the covered material demonstrated through online discussions. Canvas Discussion Board activities will consist of briefly responding to a prompt related to our class discussion. These discussions will require you to answer a discussion prompt question. Additionally, you may reply to a classmate's post for the possibility of earning extra credit (up to 0.3 pts per week, for a total of 4.5 out of 100 on your

final grade) **Discussion posts should be completed by Sunday 11:59 PM of the week they are assigned; while replies for extra credit should be submitted by Tuesday 11:59 PM of the week after that in which the subject of the discussion was introduced.**

Alternatively, you can get this participation credit by joining weekly Zoom sessions in which we will be discussing the material covered in the week. These sessions will be **held every Thursday at 4:00 PM** (note that **I am open to changing the time and day for these sessions** if a majority of you propose a different one that works for most of the class). **These Zoom sessions are optional, so do not worry if your schedule does not allow you to attend.** They are just an alternative to participating via Canvas Discussion Boards.

These discussions are the space where you will have the opportunity to join the conversation and weigh in with your analysis. The keyword here is "analysis"! In other words, to obtain full credit you need to provide an informed and well-structured argument. Comments like "I agree with my classmate" or "the author is correct" that do not offer any further explanation, analysis, or argumentation do not count as participation. Back your claims with evidence from the readings and provide your analysis of the material. Weekly discussions account for 30% of your grade. Thus, each week's Canvas Discussion Board or Zoom Discussion activities are worth 2% of your final grade.

Team Video Presentation of an Academic Article – 5% (Project in groups of four)

There is a team presentation of an academic article selected from those that are listed in the last five weeks of the semester in this syllabus. If two teams select the same paper, the first team that sent its preferred paper to present will have priority. This assignment consists of a video presentation summarizing the objectives and findings of the selected research articles. **The team presentation is due on the Friday of the week before that in which the article is assigned and it will be made available for your classmates to see. You can find these dates in the last section of this syllabus.** Further information, directions, and rubrics will be distributed on Canvas at the latest by the end of the second week of class. If you would like to present a paper that is not in this syllabus (maybe because you want to present about another country), reach out to me during the first four weeks of the semester. I will not consider alternative papers after this date.

Data Literacy Assignment, Team Project – 20% (Project in groups of four)

Throughout the course, we will read several research articles about political issues in Latin America; the Data Literacy Assignment (DLA) will be an opportunity for you to get acquainted with how this research is done. This does not mean that I expect you to write a full-fledged research paper; this assignment is about getting your feet wet and gain a basic understanding of how research on different political issues regarding Latin America is done. This will be a team project (teams of four people at most), and you will have the first three weeks of the semester to select your teammates. If you have not selected a team by the end of the third week, you will be randomly assigned to one. More details about this will be posted on Canvas, along with the guidelines for this team project.

The basic premise of the assignment is that you will select a research question regarding a political issue in a Latin American country. For instance, your research question could be something like: "do people approve of populist leaders like Maduro, and if so, why?" or "how strong is the Legislative branch in Argentina?" Your task will be to write a simple research paper

that starts answering this question. You can use either qualitative or quantitative data. Note that it is essential that your team has members acquainted with statistical analysis software like R or STATA if you are going for the quantitative route. If needed, I will be happy to assist with some basic tutorials to analyze data in R.

The assignment is comprised of three parts. For the first part, you will identify the research question you want to address, and you will write a brief justification (about 500 words) of why this issue is important. **Part 1 will be due Friday, September 30th, by 11:59 pm.** For the second part, you will present a preliminary analysis of the data you will use to answer your research question. **Part 2 will be due Friday, November 4th, by 11:59 pm.**

For the final part of the assignment, you will submit your complete research paper. Again, I want to reiterate that I do not expect a Graduate Level research paper, so do not stress about that. Nevertheless, I do expect a well-thought, well-written paper. In other words, while I do not expect a very detailed and thorough analysis of the data, I expect you to present a basic qualitative or quantitative analysis supported by well-thought arguments. **This paper will be due Wednesday, December 7th, by 11:59 pm.** Further information, directions, and rubrics will be distributed on Canvas at the latest by the end of the second week of class.

Two Midterm Exams – 30%

Each midterm exam is worth 15% of your final grade. The **first midterm exam** will take place during the 5th week of the course, while the **second exam** will be held on the 10th week. Each midterm exam is worth 15% of your final grade. The exams will be on Canvas; nevertheless, due to privacy concerns, I will not be using Honorlock. That said, the exams will be locked with a password that I will send to your Canvas inbox once the exams become available.

You will be able to complete the first midterm exam at any point between 12:00 AM Wednesday, September 21st, and 10:30 PM Friday, September 23rd. As for the second midterm exam, it will be available from 12:00 AM Wednesday, October 26th, to 10:30 PM Friday, October 28th.

The exams will test to recognize and recall important facts from the readings. Forms of questions may include true/false, multiple-choice, and fill-in-the-blank.

In the last section of this syllabus, you can find the scheduled deadlines for the activities described above, along with the first-day attendance activity due date.

A Note on Make-Up Assignments and Extra Credit:

There will be no make-up assignments. Note that, as per the Florida State University Attendance Policy, excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Thus, these are the only reasons for which an assignment would be accepted after its scheduled due date. Consideration will also be given to students whose dependent children experience serious illness. Please note that per university policy, missing class assignments for work-related activities is not considered a valid excuse. If you cannot structure your employment schedule to accommodate this class, you should not enroll in the first place.

Arrangements for make-up assignments and exams need to be addressed within one week of the activity's due date; it is the student's responsibility to verify if any activities were missed. Once this one-week period has passed, there will be no other opportunities to make up the work.

Make up exams may take the form of comprehensive essay questions to cover the portion of the material that the original exam covered. Incompletes will not be considered except under extraordinary circumstances, at the discretion of the instructor, and in consultation with the Dean of Students or the Dean of the School of Social Sciences.

No extra credit opportunities will be granted to individual students. There are no exceptions, nor is there room to negotiate. The instructor reserves the right to offer extra credit opportunities to all students as a way for everyone to improve their grade, at his discretion. This will likely take the form of some extra activity or extra quiz.

While I had been flexible due to the COVID-19 pandemic in the past, you should have adapted to this new learning experience by now. Thus, **do not assume I will make exceptions to any of the conditions laid out on this syllabus.**

Grading Policy:

If you are concerned about your grade or your performance in the class, please schedule a meeting with me as soon as possible. There are very few course-related challenges that we cannot overcome, provided you make an effort to address the issue promptly. Waiting until the end of the spring term leaves us limited opportunities to devise an appropriate plan of corrective action.

I take your grades very seriously and make every effort to grade your exams and assignments in a fair, transparent, and timely manner. As such, I expect that you approach grade appeals courteously and professionally. If you consider that I have made a gross mistake in grading any exam or quiz, you should address your concerns directly to me within five days of receiving the grade. When making a petition about your grade, I expect you to substantiate any claim you make, to be respectful, and to avoid the frivolous pursuit of extra points. If asked to reconsider a student's grade on an exam or quiz, I reserve the right to re-grade the exam or quiz in its entirety. The more general rule also applies to overall course grade appeals.

Finally, note that I adhere to the following number-to-letter grade conversion chart for all exams, quizzes, and final grades:

	87-89=B+	77-79=C+	67-69=D+
93 or above=A*	83-86=B	73-76=C	63-66=D
90-92=A-	80-82=B-	70-72=C-	60-62=D-

*An A is the highest grade you can earn in this class

I reserve the right to deduct points for negative participation, defined as discussion behavior, which is disrespectful to other students or the instructor. Examples of this may include, but are

not limited to, using foul language in a discussion post or attacking a classmate personally (as opposed to discussing her or his argument) during a discussion. These points will be deducted from your activities/quizzes score.

Email Policy:

Though I strive to give all students my personal attention, I am responsible for many of you each semester. As such, it is much easier for me to help you if you include your **first and last name and course information in the subject line** of your email.

When I receive your email, I will make every effort to respond promptly, usually within 48 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondences with your instructor as you would treat any other professional exchange. Accordingly, I expect emails to be respectful and polite to use correct grammar and complete sentences. I reserve the right to summarily delete rude, disrespectful, and/or poorly written emails without reply, or disregard questions that may be answered by revisiting this document.

Please utilize office hours and your syllabus to answer any doubts you may have proactively. Finally, **I may contact you via your FSU designated email address via Canvas, so please see to it that your account is set up such that you are able to receive these emails.**

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Academic Accommodations:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program University Center A, Room 4100, (850) 644-7161, Available 24/7/365, Office Hours: M-F 8-5 https://dsst.fsu.edu/vap	University Counseling Center, Askew Student Life Center, 2ndFloor, 942 Learning Way (850) 644-8255 https://counseling.fsu.edu/	University Health Services Health and Wellness Center, (850) 644-6230 https://uhs.fsu.edu/
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Free Tutoring at FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change at discretion of the instructor. I will provide you with advance notice in class and via your university registered email contact in the case of schedule changes.

Final Note on Grading Protocol:

By emailing me at the end of the semester to ask me to reconsider some component of your borderline grade, you are suggesting 1) that I am responsible for the grade you have earned; and 2) that I have not given the course or my students sufficient consideration in my preparation of the syllabus, lectures, slides, quizzes, activities, readings, study guides, and exams, among other things. I assure you, and the aforementioned course policies should make clear that both of these assertions are categorically untrue. In light of the considerable time and effort I invest in course design and preparation, I find the second suggestion particularly offensive.

HB233 Recording:

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Schedule of Lectures and Reading Assignments:

All Reading Assignments are REQUIRED. Bullet points indicate that you may only read the fragments in the chapter indicated by each bullet point. If there are no bullet points below a reading, then you should read the whole chapter.

Week 1. Course Overview and Colonial Latin America.

Syllabus and Welcome Video.

Chasteen, Born in Blood and Fire: Introduction, p.1-14.

Chasteen: Ch. 2. Encounter.

- **“Patterns of Indigenous Life,” p.18-22.**
- **“The Brazilian Counterexample” and “Africa and the Slave Trade,” 29-38.**
- **“The Birth of Spanish America,” 43-48.**

FIRST-DAY ATTENDANCE CANVAS DISCUSSION ACTIVITY by Tuesday August 23rd, 2022.

DISCUSSION BOARD ACTIVITY 1 (Post Sunday, August 28th by 11:59 PM).

Week 2. Colonial Latin America and the move to Independence.

Chasteen: Ch. 3 Colonial Crucible

- **“Colonial Economics” and “A Power Called Hegemony,” p. 55-68.**
- **“The Fringes of Colonization” and “Late Colonial Transformations,” p. 75-89.**

Chasteen: Ch. 4. Independence.

- **“The Spanish American Rebellions Begin, 1810-1815,” p. 101-107.**
- **“The Patriots’ Winning Strategy: Nativism,” p. 107-112.**
- **“Patriot Victories In Spanish America, 1815-25,” p. 112-115.**
- **“Unfinished Revolutions,” p. 115-120.**

Available in Canvas:

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2002. "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution." In *The Quarterly Journal of Economics* 117 (4): 1231-1294.

QUIZ 1, Monday, August 29th-Sunday, September 4th.

DISCUSSION BOARD ACTIVITY 2 (Post Sunday, September 4th by 11:59 PM).

Week 3. Early Independence and the Liberal-Conservative Struggle.

Chasteen: Ch. 5. Post-Colonial Blues p. 127-154

Chasteen: Ch. 6. Progress, p. 161-187.

Your choice of one of these two articles, available in Canvas:

- North, Douglass C. 1991. "Institutions." In *Journal of Economic Perspectives* 5 (1): 97-112.
- North, Douglass C., William Summerhills, and Barry R. Weingast. 2000. "Order, Disorder and Economic Change: Latin America vs North America." In *Governing for Prosperity*. New Haven: Yale University Press.

DISCUSSION BOARD ACTIVITY 3 (Post Sunday, September 11th by 11:59 PM).

Week 4. Neocolonialism and its consequences.

Chasteen: Ch. 7. Neocolonialism, p. 193-225.

Chasteen: Ch. 8. Nationalism.

- "ISI and Activist Governments of the 1930s," p. 249-261.

QUIZ 2, Monday, September 12th-Sunday, September 18th.

DISCUSSION BOARD ACTIVITY 4 (Post Sunday, September 18th by 11:59 PM).

Week 5. Communism and revolutions.

Ch. Chasteen, 9. Revolutions, p. 267-291

Smith & Sells, Chapter 2, Transitions and Continuities.

- "Social Forces," p. 37-39
- Box "What is a Social Class" p. 38.

Schultz, Lars. 2002. "Blessings of Liberty: The United States and the Promotion of Democracy in Cuba." *Journal of Latin American Studies* 34(2): 397.

EXAM 1, Wednesday, September 21st-Friday, September 23rd.

DISCUSSION BOARD ACTIVITY 5 (Post Sunday, September 25th by 11:59 PM).

Week 6. Military solutions to social and economic challenges.

Ch. Chasteen, 10. Reactions, p. 297-322.

Available in Canvas:

“Letter from Lieutenant Colonel Patrick J. Ryan,” October 1, 1973;
“Chilean Executions,” memo from U.S. State Department, November 16, 1973;
“Disarray in Chile Policy,” National Security Council Memo, July 1, 1975.
“Operation Condor FBI Memo”, September 28, 1976;
“Covert Action in Chile 1963-1973”, by the U.S. Senate,

- “Overview and Background,” p. 3-5
- “Preliminary Conclusions,” p. 51-56

If you have the time, read the whole document, but it is not required for the class.

Operation Condor Documentary. Available on FSU Online Library. Link on Canvas.

Recommended:

“Pedro and the Captain” by Mario Benedetti, a four-act play. TRY TO READ IT. WORTH IT

Recommended film:

“Machuca.”

QUIZ 3, Monday, September 26th-Sunday, October 2nd.

DISCUSSION BOARD ACTIVITY 6 (Post Sunday, October 2nd by 11:59 PM).

Week 7. Dictatorships and Military governments.

Smith & Sells, Ch. 3. The Military: Heading for the exits.

“Patterns of Participation,” p. 61-67.

“Wars Against Subversion,” p. 67-73.

“The Democrats’ Dilemma: To Amnesty or Not,” p. 73-84.

“Modes of Interaction: The Armed Forces and Democracy,” p. 85-86.

Available in Canvas:

Acemoglu, Daron & James A. Robinson. 2001. “A Theory of Political Transitions.” *The American Economic Review* 91(4): 938-963.

DISCUSSION BOARD ACTIVITY 7 (Post Sunday, October 9th by 11:59 PM).

Week 8. Emerging from dictatorship: Neoliberalism and Neopopulism.

Ch. Chasteen, 11. Neoliberalism and Beyond, p. 329-355.

Smith & Sells, Chapter 2, Transitions and Continuities.

- “Cycle 3, 1978-2000,” p. 43-46.
- “End Games and Elite Bargains,” p. 47-50.

Smith & Sells, Chapter 12, The Dialectic of Democracy.

- “Democracy in the Era of Mass Politics,” p. 324-334.
- “The Resilience of Electoral Democracy,” p. 332-335.

QUIZ 4, Monday, October 10th-Sunday, October 16th.

DISCUSSION BOARD ACTIVITY 8 (Post Sunday, October 16th by 11:59 PM).

Week 9. Institutional solutions: Presidentialism, parliamentarism, or mixed systems?
Smith & Sells, Chapter 5. “President or Parliaments?”

DISCUSSION BOARD ACTIVITY 9 (Post Sunday, October 23rd by 11:59 PM).

Week 10. Institutional solutions: Legislatures, Electoral Rules, and Party.

Smith & Sells, Chapter 6. “Institutional Designs.”

Lehoucq, Fabrice Edouard. 1996. “The Institutional Foundations of Democratic Cooperation in Costa Rica.” *Journal of Latin American Studies* 28(2): 329–55.

EXAM 2, Wednesday, October 26th-Friday, October 28th.

QUIZ 5, Monday, October 24th-Sunday, October 30th.

DISCUSSION BOARD ACTIVITY 10 (Post Sunday, October 30th by 11:59 PM).

Week 11. Specific country cases. Venezuela and Bolivia: Transitioning back to democracy.

Alarcón, Benigno, Ángel E. Álvarez, and Manuel Hidalgo. 2016. “Can Democracy Win in Venezuela?” *Journal of Democracy* 27(2): 20–34.

Driscoll, Amanda. 2017. “BOLIVIA’S ‘DEMOCRACY IN TRANSITION’: MORE QUESTIONS THAN ANSWERS IN 2016/Bolivia y La ‘Democracia En Transición’: Mas Preguntas Que Respuestas En 2016.” *Revista de Ciencia Política* (2): 255.

Note that the second article was written before the ousting of Evo Morales in Bolivia. It is interesting to read it with the benefit of hindsight.

DISCUSSION BOARD ACTIVITY 11 (Post Sunday, November 6th by 11:59 PM).

Week 12. Specific country cases. Peru and Chile: The influence of mass media.

McMillan, John, and Pablo Zoido. 2004. “How to Subvert Democracy: Montesinos in Peru.” *Journal of Economic Perspectives* 18(4): 69–92.

González, Felipe, and Mounu Prem. 2018. “Can Television Bring down a Dictator? Evidence from Chile’s ‘No’ Campaign.” *Journal of Comparative Economics* 46(1): 349–61.

DISCUSSION BOARD ACTIVITY 12 (Post Sunday, November 13th by 11:59 PM).

Week 13. Specific country cases. Argentina, Mexico, and Colombia: Clientelism in Latin American Democracies.

Stokes, Susan C. 2005. “Perverse Accountability: A Formal Model of Machine Politics with Evidence from Argentina.” *American Political Science Review* 99(3): 315–25.

Your choice of one of these four articles:

Cantú, Francisco. 2019. “Groceries for Votes: The Electoral Returns of Vote Buying.” *The Journal of Politics* 81(3): 790–804.

- Fergusson, Leopoldo, Carlos Molina, and Juan Felipe Riaño. 2018. "I Sell My Vote, and So What? Incidence, Social Bias, and Correlates of Clientelism in Colombia." *Economía* 19(1): 181–218.
- Nichter, S. & Nunnari, S., 2022. Declared Support and Clientelism. *Comparative Political Studies*.
- Nichter, S. & Peress, M., 2017. Request Fulfilling: When Citizens Demand Clientelist Benefits. *Comparative Political Studies*, 50(8), pp. 1086-1117.

DISCUSSION BOARD ACTIVITY 13 (Post Sunday, November 20th by 11:59 PM).

Week 14. Thanksgiving week.

DISCUSSION BOARD ACTIVITY 14 (Post Sunday, November 27th by 11:59 PM).

Week 15. Wrapping up, a quick view to other relevant Latin American politics issues.

Your choice of two of the following four articles:

- Andersson, Krister and Frank van Laerhoven. 2007. "From Local Strongman to Facilitator: Institutional Incentives for Participatory Municipal Governance in Latin America." *Comparative Political Studies* 40(9): 1085–1111.
- Cummings, Peter M. M. 2015. "Democracy and Student Discontent: Chilean Student Protest in the Post-Pinochet Era." *Journal of Politics in Latin America* 7(3): 49–84.
- Driscoll, Amanda, Gabriel Cepaluni, Feliciano de Sá Guimarães, and Paolo Spada. 2018. "Prejudice, Strategic Discrimination, and the Electoral Connection: Evidence from a Pair of Field Experiments in Brazil: PREJUDICE, STRATEGIC DISCRIMINATION, AND THE ELECTORAL CONNECTION." *American Journal of Political Science* 62(4): 781–95.
- Pérez-Armendáriz, Clarisa, and Lauren Duquette-Rury. 2019. "The 3×1 Program for Migrants and Vigilante Groups in Contemporary Mexico." *Journal of Ethnic and Migration Studies*: 1–20.

DISCUSSION BOARD ACTIVITY 15 (Post Sunday, December 4th by 11:59 PM).

Finals Week.

TEAM PAPER, DATA LITERACY ASSIGNMENT, Wednesday, December 7th, 2022.