Latin American Government and Politics
POLS/LACS 456
CRN 47573/47693
Fall 2014
Tuesdays and Thursdays, 12:40-1:55 pm
HSS 107

Professor Jana Morgan
Department of Political Science
Office: 1015 McClung Tower
Office Hours: Tuesdays, 9am-noon
Office Phone: 974-7043
Email: janamorgan@utk.edu
Course Website available through Online@UT

Course Description
¡Bienvenidos! Welcome to the study of Latin American politics. Over the past two
decades, all Latin American countries, with the exception of Cuba, entered a period of electoral
democracy that is largely unprecedented in the region. However some countries have
experienced recent setbacks. This class presents an excellent opportunity to understand how the
initial democratic transitions occurred and to explore the current nature of political dynamics in
the region as Latin Americans face numerous challenges. We will also apply our knowledge of
these general themes to analyze the politics of specific countries in Latin America.

This course will provide an introduction to the political dynamics of Latin America and
as such requires no previous knowledge of the subject, although the course will be taught with
the expectation that students have a basic understanding of general political science terminology
and vocabulary. If you do not have any background in political science or Latin American
studies, you are welcome in the course, but you should be proactive throughout the semester in
asking questions and seeking clarification either in class or during my office hours. My goal is
that by the end of the semester students will have an appreciation for and understanding of the
complexities of Latin American economics and power relations and of how they shape political
realities.

Course Overview
The course will consist of four major sections. The first will provide you with general
knowledge of Latin America’s geography and history. This portion of the course will ensure that
everyone in the class shares a basic understanding of the region, facilitating analysis of modern
Latin American politics. In the second section of the course, we will engage in a more detailed
study of the region’s experiences with authoritarianism and subsequent democratic transitions
(1950s-1990s). This portion of the course will also include an examination of the economic
transitions to neoliberalism that coincided with the political transitions to democracy in many
countries. The third portion of the course will focus on the post-transition period, democratic
viability, and threats of relapses to authoritarianism. We will begin by examining the political
development of one of the region’s most volatile polities and advanced economies – Argentina.
With this case as background, we will then analyze current political dynamics and power
relations in the region and discuss how these relations are shaped by various economic, social,
and historical factors. Here we will discuss the roles played by important political actors,
political institutions, and international currents. In the fourth and final section of the course, we will apply what we have learned to analysis of politics in specific countries. We will assess the relative importance of various economic and political factors in two more countries and discuss their prospects for democracy.

**Curricular Requirements Met**

This course meets requirements in the Political Science major/minor (comparative politics field), the Latin American studies major/minor, and the Global Studies major/minor. Students may also count this course as the foreign studies option of the upper-level distribution requirement in the College of Arts and Sciences.

**Learning Objectives Met**

This course supports political science learning objectives, including promoting knowledge of basic political science concepts and heightening awareness of contemporary political issues.

**Course Materials**


Various articles and book chapters, which will be made available on Blackboard.

*Americas Quarterly* blog: http://www.americasquarterly.org/aqblog

**Student Assessment and Evaluation Methods**

Your grade in this course will be based on the following:

<table>
<thead>
<tr>
<th>Course Element</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>In-Class Participation and Pop Quizzes:</td>
<td>8%</td>
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<tr>
<td>Map Quiz:</td>
<td>8%</td>
</tr>
<tr>
<td>Blog Summaries:</td>
<td>9%</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>23%</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>27%</td>
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<tr>
<td>Paper:</td>
<td>25%</td>
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**Attendance and Participation:** In order to learn and to participate, you must be present. Missing class regularly will likely hurt your participation grade and undermine your ability to learn the course material effectively. However, attendance is not mandatory. If you are going to miss class, you must email me in advance to tell me the real reason that you are going to be absent. This does not mean that the absence is excused; it simply means that you are being professional and courteous in informing me of your absence. Failure to notify me about your absence in advance will result in reductions in your participation grade. If you choose to miss class, you may not make up any quizzes or tests held during your absence, except in the case of prolonged illness or university-approved events. If under these circumstances, you wish to make up missed in-class quizzes or exams, you must obtain approval to do so before the missed class. All excused absences must be thoroughly documented. In addition, I expect everyone to be on time.
and ready to begin class promptly. I will often make important announcements at the beginning of class, and it is very disruptive to class when people arrive late. Students who are repeatedly late for class will receive deductions in their participation grade.

As participants in this class, you are expected to complete the daily readings prior to class and make informed contributions to the discussion. This means that you will be prepared to respond to questions I may pose in class about the assigned readings. Additionally, you are encouraged to ask questions and participate in class discussions. I want to stress the importance of preparation and participation. We are all learning. Questions and discussions are an important part of our learning process and are relevant to all in the class. Please ask questions. Occasionally you will be asked to participate in class activities that will require you to work with other students during class or to prepare in advance of class to make a small presentation. Your performance on these in-class activities will also be a part of your participation grade. Throughout the semester I will keep track of the frequency and quality of your participation in class discussions and group activities as well as your preparedness for class in order to assess your overall participation.

**Pop Quizzes:** To ensure that you are keeping up with assigned readings and understanding the material, I may give a few pop quizzes over the course of the semester. Pop quizzes cannot be made up. Exceptions will only be made for students who notify the instructor in advance that they will be absent from class for a university-approved event, provide verification of their university-approved excuse, and receive an excused absence from the instructor for the date when the pop quiz is held. Pop quiz scores will be taken into account when assigning the final score for the participation and pop quiz portion of the grade.

**Map Quiz:** In order for all of us to be on the same page concerning the general contours of Latin American physical and political geography, there will be a map quiz at the start of the course on September 4. I will provide you with a map and a list of items that may be on the quiz.

**News Summaries:** You will be required to read the blog hosted by Americas Quarterly on a regular basis (www.americasquarterly.org/aqblog). The blog provides news analysis and in-depth coverage of important challenges in the region. Reading the blog will enable you to learn about issues facing Latin America and to develop a broader understanding of regional current events, enriching our class discussions. To hold you accountable on keeping up-to-date with the reading, three times during the semester you will be required to submit an electronic journal that summarizes and reflects upon at least five blog entries. On each due date, you will submit a file containing your five journal entries. The entries that you select must focus on Latin America (not Canada, the U.S. or the Caribbean). Blog journal submissions that are 1 week late will receive 50% credit; submissions more than 1 week late will receive 25% credit. The first set of five journal entries are due September 16; the second set are due October 21, and the final set are due November 13.

**Exams:** Exam 1 will cover the first two sections of the course and will be held in class on October 7. Exam 2 will cover the third and fourth sections of the course and will be held on December 10 at 12:30pm. Exam 2 is weighted more heavily in the final grade in order to give you an opportunity to improve your performance over the course of the semester. Both exams will contain a mix of multiple choice, short answer and/or essay questions.
Students receiving approval in advance and providing a verifiable excuse for an extraordinary absence (such as the death of a parent or a university-sanctioned trip) will be permitted to take a make-up exam. Aside from students who have made such prior arrangements, NO MAKEUPS WILL BE ALLOWED.

**Paper:** You will identify one major impediment to democracy in a Latin American country of your choosing (not a country we study in class). The paper will detail the major contours of the problem, discuss why this issue poses a challenge to the country’s democracy, and offer some strategies for improving the quality and stability of democracy in light of these challenges. Possible issues might include, but are certainly not limited to: executive dominance, electoral systems, crime, corruption, political parties, representation, ethnic/racial exclusion, U.S. influence, violence, poverty, economic inequality, or the military. These papers will be five to six double-spaced pages, excluding the bibliography. You will be required to consult and cite at least 15 reputable sources, with at least 10 of these sources being academic journal articles or university press books. You will be required to submit to me in writing at least two possible paper topics and countries by **October 28.** I will then inform you of your approved topic.

Papers are due on **November 25.** Papers submitted late will be penalized by ten percentage points for each day (24 hours) that they are late. For instance, if a paper is due at 5 pm on Saturday, a paper submitted by 5 pm on Sunday would be penalized by 10 percentage points; while a paper not handed in until Tuesday at 5 pm would be penalized 30 percentage points.

**Grading:** It is my desire that all students learn a lot and perform well in this course. As the professor and the student, we each share part of the responsibility for achieving this goal. I will present relevant and helpful material both in class and in assigned readings; furthermore, exams and other assignments will be structured in such a way as to best ascertain your learning in this course. If you find any material unclear or confusing, please do not hesitate to ask questions in class, which will benefit your fellow students; or if you feel you need extra help, stop by my office hours so I can work with you in a more individualized way. The more you are willing to put into learning, the more you are likely to gain.

If you have any questions or concerns about a grade you receive in this course, do not hesitate to ask. However, be aware that when I re-grade, I look over the entire exam or assignment; therefore, re-grading may result in a grade that is higher OR lower than the original grade. Final grades in the course will be assigned according to the scale below.

**Grading Scale:**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-95%</td>
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<tr>
<td>B+</td>
<td>87-90%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-80%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-70%</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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COURSE SCHEDULE

SECTION I: LATIN AMERICAN POLITICAL DEVELOPMENT

8/21  Course Overview and Introduction to Latin America

8/26  Power and Latin American Politics: Yesterday and Today


8/28  NO CLASS, American Political Science Association meeting

9/2   From Conquest to Independence

   Readings  Skidmore, Smith and Green, pp. 14-41


   Readings  Skidmore, Smith and Green, pp. 351-366 & 376-379
             MAP QUIZ

SECTION II: AUTHORITARIANISM AND TRANSITIONS

9/9   Authoritarianism

   Readings  Skidmore, Smith and Green, pp. 379-89

9/11  Transitions to Democracy

   Readings  Skidmore, Smith and Green, pp. 389-391

9/16  Debt Crisis, Structural Adjustment, and Stabilization

   Readings  Skidmore, Smith and Green, pp. 368-375
             Economic Terms Sheet (on Blackboard)
             BLOG JOURNAL ENTRIES #1 DUE

9/18  Neoliberalism and its Consequences

   Readings  Skidmore, Smith and Green, pp. 392-393
Structures: Their Composition and Change during the Neoliberal Era”  

**THE CASE OF ARGENTINA**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23</td>
<td>Political Development, Authoritarianism, and Democratic Transition</td>
<td>Skidmore, Smith and Green, pp. 244-271.</td>
</tr>
<tr>
<td>10/2</td>
<td>Exam Review</td>
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<tr>
<td>10/7</td>
<td>EXAM 1</td>
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</tbody>
</table>

**SECTION III: DEMOCRATIC CONSOLIDATION: POLITICAL DYNAMICS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28</td>
<td>The Catholic Church and the Military</td>
<td>Skidmore, Smith and Green, pp. 365-368</td>
</tr>
</tbody>
</table>


Requests for paper topics and countries due no later than today

10/30
**Social Class**

*Readings*

Skidmore, Smith and Green, pp. 394-396.


11/4
**Women in Politics**

*Readings*

Skidmore, Smith and Green, pp. 391-392


**SECTION IV: NATIONAL POLITICAL DYNAMICS**

11/6
**Venezuela: Political Development, Authoritarianism, and Democracy**

*Readings*

Skidmore, Smith and Green, pp. 219-236

11/11
**Contemporary Politics in Venezuela**

*Readings*

Skidmore, Smith and Green, pp. 236-243


11/13
**Peru: Political Development, Authoritarianism, and Transition**

*Readings*

Skidmore and Smith, pp. 163-173

BLOG JOURNAL ENTRIES #3 DUE

11/18
**Post-Transition Politics in Peru**

*Readings*


http://mobile.nytimes.com/2013/03/21/opinion/arana-the-kids-left-behind-by-the-boom.html

11/20
**Violence in Peru**

*Readings*

*Jo-Marie Burt. 2006. “Quien habla es terrorista: The Political Use of

11/25  Issue Papers Due

12/2  EXAM REVIEW

12/10  Final Exam, 12:30-1:45pm

*Readings noted with an asterisk can be found on the course Blackboard site.
Course Policies and Resources

Course Communications:
Announcements will be sent via e-mail to students’ official UTK e-mail addresses and/or posted on Blackboard. If you do not access your UT email account regularly, please be sure to set up forwarding. If you have questions about this, please contact the OIT help desk.

I will also use Blackboard to distribute assignments, study aids, and other communications. It is very important that you check the Online@UT site regularly, as announcements will be posted there.

Cell Phones and Electronic Devices: Cell phones, PDAs, and other electronic devices can disrupt the classroom environment. Please turn them OFF before coming to class each day. Repeated failure to do so or other incidents of other disruptive behavior will result in a decrease in your participation grade.

The only electronic devices permitted in class are computers or tablets for taking notes. If you choose to take notes in this way, you will be required to email me copies of your notes within 30 minutes of the end of class each day so that I can confirm that you are indeed taking notes. Failure to email satisfactory notes will result in your computer being banned from class.

Audio or visual recording of class lectures is not permitted unless approved by the instructor.

Key Resources for Students
- Political Science Department Website: http://web.utk.edu/~polisci/
- Academic Planning: http://www.utk.edu/advising
- Arts and Sciences Advising Services: http://artsci.utk.edu/advising/
- Student Success Center: http://studentsuccess.utk.edu
- Undergraduate and Graduate Catalogs: http://catalog.utk.edu
- Hilltopics: http://dos.utk.edu
- Course Timetable: https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched
- Library: http://www.lib.utk.edu
- Career Services: http://career.utk.edu

Tutoring: The Writing Center provides individual assistance to any student needing help with writing. The Writing Center is located at 212 HSS and the Hodges Library Commons. They can be reached at 974-2611 or on the web at http://web.utk.edu/~english/writing/writing.shtml or via email at writingcenter@utk.edu

Educational Advancement Program is designed for students with demonstrated academic need who are also first-generation college students, from low income families, or who have physical or learning disabilities. Contact the Educational Advancement Program, 201 Aconda Court, 974-7900.
The **Student Success Center** designs and implements programs that support undergraduate success and provides a comprehensive service for students who need a place to turn for academic assistance. The center provides programs that focus on student success and serves as a single source of support to help students sort through the many campus resources and programs available, connecting students with those that will best meet their needs and academic goals. The Student Success Center website is available at (http://studentsuccess.utk.edu). The Student Success Center is housed in two convenient locations, Hodges Library Commons and 812 Volunteer Blvd. Phone 974-6641, e-mail studentsuccess@utk.edu. Consult the website for hours and more details.

**Disabilities**: Students with disabilities should feel welcome in this course. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 or ods@utk.edu in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

**Academic Integrity**: All rules concerning academic honesty as set out in the current edition of *Hilltopics* will be enforced. Particular attention should be paid to the section on plagiarism. Students are reminded of their obligation to abide by the UTK Honor Code:

> “An essential feature of the University of Tennessee-Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Cheating of any kind will not be tolerated, including plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in the course and/or dismissal from the university. The University of Tennessee’s policies regarding plagiarism state:

> “Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Specific examples of plagiarism are:

1. Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).”

University Civility Statement:
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Student Role in Improving Teaching and Learning through Course Assessment:
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Alteration of this Syllabus
The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Blackboard of any such revisions, alterations and/or amendments.