

Political Science/ International Relations 261 (W) : Latin American Politics
University of Rochester
Tuesday and Thursday, 11:05 AM 12:20 PM
Fall 2015
Bausch & Lomb Hall 269

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Office: Harkness 307
Office hours: Tuesday 2pm-4pm, or by prior appointment

Since the end of the Cold War, Latin America has undergone periods of both economic downturn and sustained growth. The region has seen more stable democratic regimes, however, than at a time in its history. The course begins with a brief overview of twentieth century Latin American

Course Requirements:

The class is designed to expose students to major works in political science on Latin American politics, from both historical and contemporary perspectives. The course covers the return to democracy in the late twentieth century, and contemporary issues in politics and governance in countries of the region. Students are given the opportunity in writing assignments to explore issues or particular countries of their choice with more depth.

For PSC/IR 261:

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments include class participation (2%), a thirty minute in-class midterm at the beginning of class on October 15th (10%), a five-page paper due at the beginning of class on November 12th (20%), a five-page paper due by email on December 15th by 3:30 PM (20%), and a brief (sixty minutes) final exam on Saturday, December 19, 2015 at 4:00 PM (20%). Please consult Writing with Sources for proper indentation, formatting, and citation procedures. Students will also prepare and present a reading for fellow students (5%). A sign-up sheet for the reading presentations will circulate in the first weeks of the course.

For PSC/IR 261W:

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments include class participation (2%), a thirty minute in-class midterm at the beginning of class on October 15th

shorter or too long. The bibliography at the end does not contribute to the page count. Place your name and paper title in a Header at the top of the page.

Late work:

Assignments will be deducted 1/3 of a letter grade (from A- to B, etc.) for each 24 hours or fraction thereof that elapses between the due date and submission of the assignment.

Grading scale

A (93.0% < x)

| | | |
|-------|---------------|-----------------|
| A- | [| ” |
| % | [| ” |
| % | [| ” |
| B- | [| ” |
| C+ (7 | [| ” |
| & | [| ” |
| C- | [| ” |
| Non- | S D V V L Q J | J U D G H V [” |

In-class participation:

We will conduct class discussions in seminar format, with extra activities and breakout sessions for enrichment. Two or three students will present a reading each week, in order to provide background for that week. Questions about the reading and to provide a short (two or three sentence) summary of the reading, show enthusiasm and energy, and teach your peers instead of simply reading an assignment.

Re-grades:

Students should feel free to contact me about grades due to arithmetic errors. If students feel that grades were incorrectly given, they can resubmit the assignment to me with a memorandum of at least 250 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. The right on regrades to lower, raise, or maintain any grade.

Studying and work outside of class:

You are encouraged to discuss class readings and your research project with classmates for the examinations, and send me any questions. You may exchange drafts and outlines with your peers. All final work, however, should be your own. You will be held responsible for errors in citation and attribution. The College standards on Academic Honesty will be strictly enforced.

Accommodations:

If you are entitled to accommodations, please coordinate these with the Center for Excellence in Teaching and Learning early in the semester. Their information and policies can be found at <http://www.rochester.edu/college/cetl/undergraduate/index.html>. I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.

There will be no make-up work for students who fail to turn in final projects on time or miss classes. Be sure to contact your peers for class notes. I am happy to discuss the material with you, but I do not offer individual recap sessions.

Academic Honesty:

Students and faculty at the University must agree to adhere to high standards of academic honesty in all of the work that we do. As freshmen, students read and sign an academic honesty

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. All readings are required

1. September 12, 2015

Introduction: Why Study Latin American Politics?

Skidmore, Thomas E. and Peter H. Smith. 2011. *Modern Latin America* 7th Edition. New York: Oxford University Press. Chapters 1 and 2

I. History and Background

2. September 3

NO CLASS ± AMERICAN POLITICAL SCIENCE ASSOCIATION CONFERENCE

3. September 8

Twentieth Century History

Skidmore, Thomas E. and Peter H. Smith. 2011. *Modern Latin America* 7th Edition. New York: Oxford University Press. Chapters 12 and 13

0 D K R Q H \ - D P H V -Run Development and the Legacy of Colonialism in Spanish
\$ P H U L African Journal of Sociology 109(1): 51-106.*

4. September 10

Patterns of Uneven State Development

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& ROOLHU 'D Y L G 3 2 Y H U - X u t h o r i z a t i o n O V R I G H H O % X U L Q D ' D F U L G W L F O O
The New Authoritarianism in Latin America Princeton, NJ: Princeton University Press.

7. September 22
Coups and Civil Wars

6 i Q F K H] * R Q] D O R 3 / D 9 L R O H Q F L D L Q & R O I P e n l c D 1 H Z 5
American Historical Review 65(4): 789807.*

0 D K R Q H \ - D P H V - D e p e n d e n t E d i t i o n s o f R e g i m e C h a n g e : C e n t r a l A m e r i c a i n
& R P S D U D W L Y H S u b s i s i n C o m p a r a t i v e I n t e r n a t i o n a l D e v e l o p m e n t (1) : 1 1 1 1 4 1 . *

8. September 24
Review Day

II. The Consolidation of Democracy After 1982

9. September 29
The return to democracy + democratic transitions

2 ¶ ' R Q Q H O O * X L O O H U P R D Q G J r a n s i t i o n s f r o m A u t h o r i t a r i a n R u l e : W H U
Tentative Conclusions about Uncertain Democracies Baltimore: Johns Hopkins Univ. Press. pp.
3-47.

9 L R O D (G X D U G R D Q G 6 F R W W 0 D L Q Z D U L Q J 3 7 U D Q V L W L F
L Q W K H V ' . H O O R J J , Q V W L W X W H : R U N L Q J 3 D S H U - X O

10. October 1
The return to democracy - regimes

Collier, David an G 6 W H Y H Q / H Y D e m o c r a c y w i t h A d j e c t i v e s Conceptual Innovation
L Q & R P S D U D W L W H e d i t i o n s (4 9 3) : 4 3 0 4 5 1 . *

6 F K H G O H U \$ Q G U H D V 3 : K D W J o u r n a l o f D e m o c r a c y (2) : 8 1 - 1 0 7 . *

11. October 6 ± NO CLASS FALL BREAK

12. October 8
The return to democracy H discussion

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13. October 13

.LQJVWRQH 3HWHU DQG \$OGR 3RQFH ³)URP &DUGRVR
%UDJLO ' LQ .XUW :H\ODQG 5D~O LDFGUGD DQG LDFGUGD
America: Successes and Shortcomings New York: Cambridge University Press.

November 17

Gangs and violence

\$ GLGD & ODLUH DQG 'HVKD *LURG 3'R 0LJUDQWV ,PSUR
and Access to Public Services in Mexico, 1995 Comparative Political Studies 44(1): 3
27.*

December 8

Commodities and Economic Diversification

6FKUDQN \$QGUHZ DQG 0DUFXV .XUW] Open Economy :KHUH
,QG XVWULDO 3ROLF\ DQG ([SRUW 'LYHUVLILFDLQ LQ /DW
Society 33(4): 671-702.*

Martínez Franzoni, Juliana and Diego Sánchez \$QFRFKHD 37KH 'RXEOH & KDQ
DQG 6RFLDO ,QFRUSRUDWLRQ 3URJUHFWLRQ WWOHQHF
Review 32(3): 275-298.

December 10

China and Latin America

Jenkins, Rhys, Enrique Dussel Peters, and Mauricio Mesa-LWD 0RUHLUD 37KH ,P
& KLQD RQ /DWLQ \$PHULFDLQ World Development 16(2): 235-53

* DOODJKHU .HYLQ 3 DQG 5REHUWR 3RU]HFDQVNL 3 & K
LQ /DWLQ \$PHULFDLQ Research Review 40(1): 185-200.*

Final paper due by 3:30 PM on December 15, 2015 my office, 307 Harkness, my faculty mailbox, or a box outside my office on the third floor of Harkness Hall

Final (sixty-minute) examination on December 19th at 4:00 PM.

| | A (Above Standards) 100% | B (Meets Standards) 90% | C (Approaching Standards) 80% | D (Below Standards) 70% | E (No credit) 0% |
|--------------------------|--|--|---|--|---------------------|
| Reading (50 points) | Student has carefully read and understood the readings as evidenced by familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings | Student has read and understood the readings as evidenced by grasp of the main ideas and evidence. Comes to class prepared with questions and critiques of the readings. | Student has read the material, comments often indicate that he/she misunderstood or forgot many points or has not thought about questions or critiques concerning the readings. | Student comes to class unprepared, as indicated by unwillingness or inability to answer basic questions or contribute to discussion. | Non-attendance |
| Listening (50 points) | Always attends to what other say as evidenced by regular | | | | |

| | A (Above Standards) | B (Meets Standards) | C (Approaching Standards) | D (Below Standards) |
|--|--|--|---|---|
| | 100% | 90% | 80% | 70% |
| | All parts of the assignment are addressed | A minor part of the assignment is unaddressed or it is unclear how the author is addressing it. | A major part of the assignment is unaddressed or it is unclear how the author is addressing it. | Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them. |
| | Ideas are provided in a logical and organized order that makes it easy to follow the author's argument and thoughts. The author provides guidance to readers. Grammatical and spelling errors are minimal. | Ideas are provided in a fairly logical order that makes it not too hard for readers to follow the argument. Grammatical and spelling errors occur. | Ideas are not presented in an organized or logical order, making the argument difficult to follow. Grammatical and spelling errors occur. | Many ideas are not in an expected or logical order, making the essay confusing. Grammatical and spelling errors are frequent. |
| | Every point in the argument is supported with valid inferences from evidence or logic. | Minor points are unsupported or supported with invalid or tendentious inferences from evidence or logic. | At least one major point is unsupported or supported with invalid or tendentious inferences from evidence or logic. | Many major points are unsupported or supported with invalid or tendentious inferences from evidence or logic. |