



Faculty of Social Sciences

Department of Political Science

Course Number: POLI 3P46

Term/Year/Duration: Fall 2021

Course Title: Politics of Latin America

Professor: Dr. Pascal Lupien
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Office Location: Plaza 352
Office Hours: Fridays 10:00-11:00, or online by appointment

TA: Ron Walker
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Lecture

Fridays 11:00 a.m.- 1:00 p.m.

Room: GSB408

Zoom link:

<https://us06web.zoom.us/j/81873023546?pwd=NzBoKytneFVCUVQybWdZZnFmRktzUT09>

Passcode: 335862

Seminars

Sem 1: Friday 9:00-10:00 a.m.

Room WH8J

Zoom:

<https://us06web.zoom.us/j/86219241333?pwd=ZFlGczVrYThXaGNBUWZjeFdjcHIJUT09>

Passcode: 926254

Sem 2: Tuesday 2:00-3:00 p.m.

Room PLZ308

Zoom:

<https://us06web.zoom.us/j/89584981131?pwd=SE5ITGRILzVGdjlSaU5XODNxc1hOZz09>

Passcode: 591532

Latin America is a land of contrasts, diversity, and change. Incredible wealth coexists with crushing poverty, innovative participatory democracy experiments have emerged in countries with strong authoritarian legacies, leftist revolutions precede right-wing military coups, and deeply conservative societies have generated some of the world's most progressive social

movements. The tensions inherent in these paradoxes have produced an exciting, dynamic and volatile sociopolitical landscape.

This course will introduce students to the politics and political systems of Latin America. We will begin by examining the theoretical explanations for the political and economic development of the region. We will then study Latin American political institutions, democratization and democratic reversals, revolutions, authoritarianism, populism, social movements, identity, and human rights. The final part of the course will focus on specific case studies that highlight the diverse experiences of different Latin American countries.

Learning outcomes include:

- 1) Developing an understanding of the historical roots of contemporary Latin American politics.
- 2) Engaging with theoretical perspectives that help us to explain political and economic outcomes in Latin America.
- 3) Understanding the particularities of different countries and political systems in the region.
- 4) Enhancing critical thinking skills through making comparisons and engaging with alternative points of view.
- 5) Writing focused analytical essays.
- 6) Developing the ability to make informed judgements, beyond what mainstream media tells us, about complex issues facing contemporary Latin America.

Texts:

Vanden, Harry E. and Gary Prevost. 2021 (7th Edition). *Politics of Latin America: The Power Game*. New York: Oxford University Press.

Hellinger, Daniel. (2020). *Comparative politics of Latin America: Democracy at last?* Routledge.

Opportunities to demonstrate learning:

Opportunity	Weight	Deadline
Participation	25%	Every week
Country exposé	15%	Weeks of November 12 to December 3
Research project	30%	December 3
Final Exam	30%	December

Participation (25%)

The participation component of your grade is based primarily on the quality of your contributions to the weekly seminars beginning the week of September 13. You will generally be given a question or scenario each week to enhance your understanding of the material and to promote discussion. You are expected to complete each week’s required readings in advance and contribute actively to seminar discussions and activities. It is your responsibility to account for any absences, as unexplained absences will be taken into account in calculating the seminar participation grade. A quality contribution to the discussion entails: a) making

thoughtful and relevant comments in the context of the discussion and the question/scenario provided each week; b) demonstrating that you have done the readings (particularly the Seminar reading) by drawing on them to support your engagement in the discussion; c) being courteous to your classmates and respectful of opposing viewpoints; d) not sitting quietly; and e) not monopolizing seminar discussion. Students who participate during the lectures (by responding to questions, providing perspectives, etc.) will receive additional points. Feedback and a tentative grade will be provided to students by October 22. **Note:** In the age of COVID-19, and to ensure the safety of everyone involved in the seminar, students who cannot attend in person because of family obligations or because they feel unwell have the option of attending lectures and seminars via Zoom.

Country expose (15%)

In groups of 3, students will prepare and present a short (20 minute) exposé on a topic of interest they have uncovered in one of the eight Latin American countries we are covering in depth in Part III of the course (Country Case Studies). The exposé should be prepared along the lines of a news report: you will uncover an issue/event/situation (human rights abuse, corruption, policy issue, election, good news human interest story, etc.) and report on it as if you were delivering the information to the public. You are encouraged to use visual tools to enhance the exposé. Exposés will be presented during the weekly lecture session from November 12 to December 3.

Research Project (30%)

The research project will consist of comparing a topic/issue across two Latin American countries. Projects may be completed either individually or as part of a group of up to 4 students. Reports should be about 8-10 pages (double-spaced) in length. Students can choose any subject of interest, but the project must consist of an analytical treatment of a topic related to the material covered within the scope of the course.

The report should contain the following:

1. Research question being explored,
2. A statement about the significance of the topic,
3. A substantive topic to be examined (such a democracy, poverty and inequality, health care, women's rights, Indigenous claims, crime, street gangs, corruption, etc.)
4. An analysis of the debate (competing ideas) shaping the issue you have chosen to explore.

The bibliography for the research paper should have at least 10 sources well referenced in the text. Half your sources must include academic journal articles or books. Web sources are encouraged but they must come from reputable and recognizable government or research websites. Your report must be submitted as a Microsoft Word document to the Research Project Dropbox in Sakai by December 3.

Final Exam (30%)

A final exam will be scheduled at the end of the course by the Registrar's office. The exam will be based on weekly lectures, assigned readings, and seminar topics. You will be well prepared for the exam if you **attend lectures and seminars** and **do the weekly readings**

Part I: Historical Legacies

September 10: Political History and Development of Latin American States

- **Introduction and Overview of the Course**
- **Latin America's Pre-Colombian and Colonial Legacies**

Reading: *The Power Game*, Chapter 2 Early History

September 17: Latin America's (Under)Development, Historical and Theoretical Explanations

- **Historical Roots of Underdevelopment**
- **Democratization**

Readings: *Comparative politics of Latin America*. Chapter 6, Development and Dependency: Theory and Practice in Latin America pp. 169-180; and Chapter 1, Conceptions of Democracy, pp. 28-35.

Seminar Reading:

J. Samuel Valenzuela and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics*, Vol. 10, No. 4, pp. 535-557.

Additional Readings:

Guillermo O'Donnell. 1994. "Delegative Democracy," *Journal of Democracy*, Vol. 5, No. 1, pp. 55-68.

Barry Gills and Joel Rocamora, 1992. "Low Intensity Democracy", *Third World Quarterly*, Vol. 13, No. 3, pp. 501-523

Part II: Modern Latin American Politics

September 24: The State and Institutions in Latin America

- **Characteristics of the Latin American State**
- **Formal and Informal Political Institutions**

Reading: *The Power Game*. Chapter 9, Politics, Power, Institutions and Actors

Seminar Reading:

Helmke, G. and Levitsky, S. eds., 2006. Informal institutions and democracy: Lessons from Latin America. JHU Press. "Introduction", pp. 1-19.

Additional Readings:

López-Alves, Fernando. 2000. *State Formation and Democracy in Latin America*. Durham, BC: Duke University Press, Chapter 1.

October 1: The Political Economy of Latin America

- **Import Substitution Industrialization and Corporatism**
- **Neoliberalism and Human Insecurity**
- **Post-Neoliberalism**

Reading: *The Power Game*. Chapter 7, The Political Economy of Latin America, pp. 174-191

Seminar reading:

G. David Harvey, 2007. "Neoliberalism as Creative Destruction," in *The Annals of the American Academy of Political and Social Sciences*, Vol. 610, Issue 1, pp. 21-44.

October 8: Democracy and Democratization in Latin America I

- **Revolutions, Coups, and Military Rule**
- **Democratization and De-democratization**

Reading: *The Power Game*. Chapter 8, Democracy and Authoritarianism

Seminar reading:

Harris, R. (1998). Reflections on Che Guevara's legacy. *Latin American Perspectives*, 25(4), 19-32.

Additional readings:

Mainwaring, S., & Pérez-Liñán, A. (2013). Lessons from Latin America: Democratic breakdown and survival. *Journal of Democracy*, 24(2), 123-137.

Lehoucq, F., & Pérez-Liñán, A. (2014). Breaking out of the coup trap: Political competition and military coups in Latin America. *Comparative Political Studies*, 47(8), 1105-1129.

October 15: Reading Week – No Class Scheduled

October 22: Democracy and Democratization in Latin America II

- **Populism: From Eva to Evo**
- **The Pink Tide: Deepening Democracy or Controlled Inclusion?**

Readings: *Comparative politics of Latin America*. Chapter 5, Populism, Development, and Democracy in the Twentieth Century, pp. 140 – 154; and Chapter 12, Parties, Media, and Left-Right Populism, pp. 396-399 (Populism on the Left—Chávez and the Pink Tide).

Seminar reading:

Weyland, K., “The Threat from the Populist Left”, *Journal of Democracy* 24:3 (2013).

Additional readings:

Lupien, P. 2015. “Ignorant Mobs or Rational Actors? Understanding Support for Venezuela’s Bolivarian Revolution,” *Political Science Quarterly*, 130(2): 319-34.

Beasley-Murray, J., Cameron, M. A., & Hershberg, E. 2009. Latin America's left turns: an introduction. *Third World Quarterly*, 30(2), 319-330. *Political Studies* 45(8): 947-972.

October 29: Human Rights and Diversity in Latin America

- **The Politics of Class and Race**
- **The Politics of Gender and Sexuality**

Readings: *Comparative politics of Latin America*. Chapter 11, Social Class and Social Movements in Latin America, pp. 347-365; and *The Power Game*. Chapter 4, The Other Americans, pp. 94-97.

Seminar reading:

Dion, M. L., & Díez, J. (2017). Democratic values, religiosity, and support for same-sex marriage in Latin America. *Latin American Politics and Society*, 59(4), 75-98

Additional readings:

Vilas, C. The Decline of the Steady Job in Latin America. NACLA Report on the Americas. <https://nacla.org/article/decline-steady-job-latin-america>

Spronk, Susan. 2013. “Neoliberal Class Formation(s): The Informal Proletariat and ‘New’ Workers’ Organizations in Latin America” In J. Webber and C. Carr, *The New Latin American Left: Cracks in the Empire*.

Encarnación, O.G. 2011. “Latin America’s Gay Rights Revolution,” *Journal of Democracy*, pp. 104-118.

November 5: Civil Society and Social Movements

- **Women's Movements**
- **Indigenous and Afro-Latino Social Movements**

Readings: *The Power Game*. Chapter 4 The Other Americans, pp. 97-103; and Chapter 5, Society, Family and Gender, pp. 124-138.

Seminar reading:

Walsh C., 2012. "Afro In/Exclusion, Resistance, and the 'Progressive' State" in Jean Muteba Rahier (ed) *Black Social Movements in Latin America: From Monoculture Mestizaje to Multiculturalism*. New York: Palgrave Macmillan, 15-34.

Additional readings:

Vanden, Harry. 2008. "Social Movements, Hegemony and New Forms of Resistance" *Latin American Perspectives* 34(2): 17-30.

Beckwith, Karen. 2000. "Beyond Compare? Women's Movements in Comparative Perspective". *European Journal of Political Research*, 37, pp. 431-468.

Yashar, D. 1998. "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." *Comparative Politics*, Vol.31, Issue 1, p.23 31(1):23-42.

Part III: Country Case Studies

November 12: Mexico and Central America

- **Mexico: "So far from God, so close to the United States"**
- **Guatemala: "The key to Latin America"**

Reading: *The Power Game*, Chapter 12, Mexico OR Chapter 20, Guatemala.

Seminar reading:

Anzueto, M. A. (2021). In the shadow of Canadian imperialism? Strategic human rights litigation in Guatemala (2009–2019). *The International Journal of Human Rights*, 1-23.

Additional readings:

Mattiace, S. (2019). Mexico 2018: AMLO's hour. *Revista de ciencia política* (Santiago), 39(2), 285.

Mercille, J. 2011. Violent narco-cartels or US hegemony? The political economy of the 'war on drugs' in Mexico. *Third World Quarterly*, 32(9), 1637-1653.

Pedersen, A. (2014). Landscapes of resistance: Community opposition to Canadian mining operations in Guatemala. *Journal of Latin American Geography*, 187-214.

November 19: The Southern Cone

- **Brazil: “The country of the future...and always will be”**
- **Argentina: The perpetual under-achiever?**

Reading: *The Power Game*, Chapter 13, Argentina OR Chapter 14, Brazil

Seminar reading:

Saad-Filho, A., & Boffo, M. (2021). The corruption of democracy: Corruption scandals, class alliances, and political authoritarianism in Brazil. *Geoforum*, 124, 300-309.

Additional readings:

Snider, C. M. (2018). “The Perfection of Democracy Cannot Dispense with Dealing with the Past:” Dictatorship, Memory, and the Politics of the Present in Brazil. *The Latin Americanist*, 62(1), 55-79.

Corradi, J. E. (2019). *The Fitful Republic: Economy, Society, and Politics in Argentina: Economy, Society, And Politics In Argentina*. Routledge.

Cabannes, Y. (2004). Participatory budgeting: a significant contribution to participatory democracy. *Environment and urbanization*, 16(1), 27-46.

Power, T. J. (2010). Brazilian democracy as a late bloomer: Reevaluating the regime in the Cardoso-Lula era. *Latin American Research Review*, 218-247.

Chagas-Bastos, F. H. (2019). Political realignment in Brazil: Jair Bolsonaro and the right turn. *Revista de Estudios Sociales*, (69), 92-100.

Grigera, J. (2017). Populism in Latin America: Old and new populisms in Argentina and Brazil. *International Political Science Review*, 38(4), 441-455.

Díez, J. (2016). Argentina: A queer tango between the lesbian and gay movement and the state. In *The Lesbian and Gay Movement and the State* (pp. 13-25). Routledge.

November 26: Revolution and Revolutionaries

- **Colombia: Insurgencies and insecurity**
- **Cuba: The last socialist state?**

Reading: *The Power Game*, Chapter 16, Colombia OR Chapter 19, Cuba.

Seminar reading:

Hansing, K., & Hoffmann, B. (2020). When Racial Inequalities Return: Assessing the Re-stratification of Cuban Society 60 Years After Revolution. *Latin American Politics and Society*, 62(2), 29-52.

Additional readings:

Johnson, C. 2018. The virtues of repression: politics and health in revolutionary Cuba. *Health policy and planning*, 33(6), 758-759.

Norman, S. V. (2018). Narcotization as security dilemma: The FARC and drug trade in Colombia. *Studies in Conflict & Terrorism*, 41(8), 638-659.

Rochlin, J. (2014). A golden opportunity lost: Canada's human rights impact assessment and the free trade agreement with Colombia. *The International Journal of Human Rights*, 18(4-5), 545-566.

Lee, C. (2012). The FARC and the Colombian Left: time for a political solution?. *Latin American Perspectives*, 39(1), 28-42.

Domínguez, J.I. 1993. "Secrets of Castro's Staying Power," *Foreign Affairs*, pp. 97-107.

LeoGrande, W. M. (2015). Cuba's perilous political transition to the post-Castro era. *Journal of Latin American Studies*, 377-405.

December 3: The Pink Tide

- **Venezuela: The “Bolivarian Revolution” and its aftermath**
- **Bolivia: The world’s first Indigenous state?**

Reading: *The Power Game*. Chapter 17, Venezuela OR Chapter 18, Bolivia

Seminar reading:

Rice, Roberta. 2016. "How to Decolonize Democracy: Indigenous Governance Innovation in Bolivia and Nunavut, Canada". *Bolivian Studies Journal* 22, pp. 220-242.

Additional readings:

Roberts, K. M. 2012. Populism and democracy in Venezuela under Hugo Chávez. In *Populism in Europe and the Americas: threat or corrective for democracy*, pp. 136-159.

Ellner, S. 2010. "Hugo Chávez's First Decade: Breakthroughs and Shortcomings," *Latin American Perspectives*, Issue 170, Vol. 37, No. 1, pp. 77-96.

Lupien, P. 2015. Mechanisms for Popular Participation and Discursive Constructions of Citizenship, *Citizenship Studies*, 19(3-4): 367-383.

Lupien, P. 2015. Ignorant Mobs or Rational Actors? Understanding Support for Venezuela's Bolivarian Revolution, *Political Science Quarterly*, 130(2): 319-340.

Late Submission Policy:

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are 2% per day and 5% over the weekend, unless accommodations are required.

COMPASSIONATE MEDICAL ABSENCES:

If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. Given our challenging times related to COVID-19, requests for extensions on assignments due to illness or caring for others with illness will be given case by case consideration for extensions. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).

Relationship between attendance and grades:

Students are expected to attend all classes and must submit all assignments in order to pass this course.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

November 2, 2021 is the date for withdrawal from the course without academic penalty.

October 22 is the date you will be notified of 15% of your course grade.

October 15 is/are the scheduled reading week(s).

December 9 to December 22 is/are set aside for formal examination periods.

Academic Policies

Academic Integrity:

Statement for undergraduate courses

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at <https://brocku.ca/academic-integrity/>

Plagiarism software:

If plagiarism software is used (Turnitin.com), a statement to that effect must be included on the outline including an option to opt out.

Sample statement regarding Turnitin.com

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Special Accommodation:

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at askSAS@brocku.ca or 905 688 5550 ext. 3240.
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request

more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).

c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: <https://brocku.ca/mental-health/>

d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.

e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.

COVID 19 and related policies

To accommodate everyone involved in the seminar, students who cannot attend in person because of family obligations, because they are worried about their safety, or because they feel unwell have the option of attending lectures and seminars via Zoom.

Brock University has a mask mandate in place. All students who attend lectures and seminars in person are required to wear a mask at all times unless they have obtained a written exemption. An instructor who notices that a student is unmasked may make a general announcement reminding students of the masking policy. An instructor may also ask the particular student who is unmasked to abide by the policy once they have ascertained that that student does not have an approved exemption. If neither of these options remedies the problem, an instructor may refuse to continue with the class until the student complies or may ask the student to leave. If need be, the instructor may avail themselves of campus security.