



POL 2299G – SEL TOPICS – Latin American Politics
Political Science Department
Huron University College
Dr. Antulio Rosales

Meeting Times Tuesdays 8:30-10:30 and Thursdays 8:30-9:30 HC-H111
Email: arosale2@uwo.ca
Office Hours 10:30-12:30 Tuesdays and by appointment on Zoom

Course description

This course examines the evolution of Latin American politics and development through two different axes. The first explores the long-lasting struggles for democracy and tendencies of authoritarianism in the region. The second discusses the issues of autonomy and interdependence from the perspective of development, progress, and wellbeing. The course engages with the region from international and comparative perspectives, with a historical approach and case studies from South America, Central America, and the Caribbean. The course is designed to provide students with an in-depth engagement with the main institutions and debates in Latin American politics since independence to this day.

Learning objectives

At the end of the course, students will:

- Be familiar with the development and political history of Latin America and the Caribbean.
- Understand some of the main Latin American interventions and debates in political science.
- Critically assess issues of democracy and development as they pertain to the Latin American region.

Methods of Evaluation

Map 15% January 24

This is an in-class test. You are asked to be aware of the geography of the Western Hemisphere. After you have taken this course, I would expect that you are familiar with the map of the Americas, and you are able to identify countries and capital cities. In this test, you are asked to identify all countries and capital cities (you do not need to know precisely where the capital cities are located, as long as you are able to name them). For an A grade, you should be able to identify all continental countries as well as Cuba, Puerto Rico, Haiti and Dominican Republic, and their capital cities. For an A+ grade, you should be able to identify 3 more island states, such as Jamaica, Trinidad and Tobago, Bahamas,

etc. For a passing grade, you should be able to identify half of the countries and their capital cities. I recommend downloading a free app to practice and “play” with your knowledge of the map, you may even organize internal tournaments. Note: the Western Hemisphere includes Canada and the United States.

Reading responses, concept notes 15%

You are asked to write three reading responses or concept notes. You have to write responses or “concept notes” for the weeks of January 16, January 23 and January 30. In these responses, you are asked to write a maximum of 500 words. You should summarize one main concept or argument from at least two sources discussed for the week.

Participation, kick-off discussion, and meme contest 20%

You are encouraged to participate actively during lecture and seminar classes. Every Thursday we will hold a seminar. One student will have 5 minutes to provide opening remarks about the readings and will offer some leading questions for the seminar. Please be attuned with the world news, and especially news from the region. We will talk about the news every week.

Part of the participation grade will be on a “meme contest”. Every week, there will be a meme discussion board. You are encouraged to submit 3 memes through the term. Using a meme, you are asked to make a funny, witty, or sarcastic commentary about the week’s topic. The best three memes will be chosen at the end of the course.

Attendance to class is mandatory. In order to be successful in the course, students must attend all lectures and seminars, missing classes without proper medical or humanitarian justification will result in a 3% penalty grade per class.

Country essay 20%

This is a case study about one of the topics discussed between the week of February 7th until the week of March 23rd. Pick a topic and a country (suggestions are given in parenthesis for each week, you may pick a different country from the ones suggested, but you would need to obtain approval from the instructor). The goal of this case study is for you to dedicate time to one specific country and explain an important political development in its contemporary history.

For this essay, I will be assessing: your ability to develop a concrete argument in connection to the topic and the broader literature (course material and beyond); your analytical depth and use of scholarly work; your writing ability and citations. You have between 1,500 and 2,000 words for this essay, including bibliography.

Final paper 30% due April 06

The final paper for this course should delve into a contemporary issue of Latin American politics and development. You may want to write about democratic backsliding, the rise of the right, the rise or fall of the left, women's rights, LGBTQ+ struggles and rights, resource extraction and environmental degradation, etc. You may take a regional approach or focus on some specific countries. You are required to use examples from at least two countries. You are encouraged to use course material and outside sources. You are asked to write a maximum of 3,500 words, not including bibliography. Remember to follow a proper referencing style. Direct quotes require page numbers.

In this essay, I will be assessing: your ability to develop an argument; your analytical skills, use of relevant sources; writing style and use of proper citations.

Tentative Class Schedule

Jan 10 and 12. Syllabus and presentations. What is and where is Latin America and the Caribbean?

Required:

Quijano, A., & Ennis, M. (2000). Coloniality of Power, Eurocentrism, and Latin America. *Nepantla: Views from South* 1(3), 533-580.

Podcast Tenochtitlan, from NPR:

<https://www.npr.org/2021/10/06/1043792004/tenochtitlan-a-retelling-of-the-conquest>

January 17, 19. Colonialism and Independence

Required:

Smith, P. H., & Green, J. N. (2019). *Modern Latin America*. Oxford University Press. Chapter 2

Mahoney, J. (2003). Long-run development and the legacy of colonialism in Spanish America. *American Journal of Sociology*, 109(1), 50-106.

Coatsworth, J. H. (2008). Inequality, institutions and economic growth in Latin America. *Journal of Latin American Studies*, 40(3), 545-569.

January 24, 26. International relations, autonomy, and agency

Required:

Carsten-Andreas Schulz. "From Autonomy to Agency (and Back Again): Debating Latin American States as Global Norm Entrepreneurs" (Chapter 3). In: Amitav Acharya, Melisa Deciancio and Diana Tussie (eds.) *Latin America in Global International Relations*. Routledge

Tom Long, Latin America and the liberal international order: an agenda for research, *International Affairs*, Volume 94, Issue 6, November 2018, Pages 1371–1390, <https://doi.org/10.1093/ia/iyy188>

Smith, P. H., & Green, J. N. (2019). *Modern Latin America*. Oxford University Press. Chapter 12.

Optional readings:

Arlene B. Tickner, Latin American IR and the Primacy of *lo práctico*, *International Studies Review*, Volume 10, Issue 4, December 2008, Pages 735–748, <https://doi.org/10.1111/j.1468-2486.2008.00829>

Cintia Quiliconi, Renato Rivera Rhon. 2021. The Latin American School of IPE A Road from Development to Regionalism. In: Amitav Acharya, Melisa Deciancio and Diana Tussie (eds.) *Latin America in Global International Relations*. Routledge

January 31, February 02. Development: A Latin American idea

Required:

Prebisch, R. (1962). The economic development of Latin America and its principal problems. *Economic Bulletin for Latin America*.

Kathryn Sikkink. *Ideas and Institutions: Developmentalism in Brazil and Argentina*. Ithaca, N.Y.: Cornell University Press, 1991. Introduction, Ch1.

Smith, P. H., & Green, J. N. (2019). *Modern Latin America*. Oxford University Press. Chapter 12.

Optional readings:

Hirschman, A. O. (1987). The political economy of Latin American development: seven exercises in retrospection. *Latin American research review*, 22(3), 7-36.

Helleiner, E., & Rosales, A. (2017). Toward Global IPE: The overlooked significance of the Haya-Mariátegui debate. *International Studies Review*, 19(4), 667-691.

Helleiner, E. (2014). Southern pioneers of international development. *Global Governance*, 20, 375.

Kay, C. (1991). Reflections on the Latin American contribution to development theory. *Development and change*, 22(1), 31-68.

February 07, 09 Revolution & socialism (Cuba/Nicaragua)

Required:

Palestini, Stefano. 2021. “From dependency theories to mechanisms of dependency: the contribution of Latin American dependentistas to Global IR”. In Amitav Acharya, Melisa

Deciancio & Diana Tussie, eds. "[Latin America in Global International Relations](#)". Routledge.

Smith, P. H., & Green, J. N. (2019). Modern Latin America. Oxford University Press. Chapter 5 and 13 (especially "The Revolutionary path").

Ada Ferrer. 2021. "My brother's keeper". *The New Yorker Magazine* <https://www.newyorker.com/magazine/2021/03/01/my-brothers-keeper>

Bryan Campbell Romero. "Have You Heard, Comrade? The Socialist Revolution is Racist Too." *NACLA*. <https://nacla.org/cuban-socialist-revolution-racist-too>

Optional readings:

Zimmermann, M. (1999). Che Guevara and the Cuban revolution. *Latin American Research Review*, 34(3), 197-208.

Foran, J. (2009). Theorizing the Cuban revolution. *Latin American Perspectives*, 36(2), 16-30.

Pickel, A. (1998). Is Cuba different? Regime stability, social change, and the problem of reform strategy. *Communist and post-communist studies*, 31(1), 75-90.

February 14, 16. Dictatorship (Argentina/Brazil/Chile)

Required:

Schamis, Hector E. "Reconceptualizing Latin American authoritarianism in the 1970s: From bureaucratic-authoritarianism to neoconservatism." *Comparative Politics*, 23.2 (1991): 201-220.

Smith, P. H., & Green, J. N. (2019). Modern Latin America. Oxford University Press. Chapter 9, 10 (especially sections dedicated to dictatorship) and 13 (especially "Populism and Dictatorship").

Kristine Grønhaug (Norwegian Refugee Council). "Alfredo was left on his own as a 12-year-old". <https://www.nrc.no/shorthand/stories/alfredo-was-left-on-his-own-as-a-12-year-old/index.html>

February 21, 23. Reading break.

Feb 28, Mar 02. Democratization and neoliberalism

Required:

Mainwaring, S., & Pérez-Liñán, A. (2005). Latin American democratization since 1978. In: *The third wave of democratization in Latin America*, 14-54.

Roberts, K. M. (1995). Neoliberalism and the transformation of populism in Latin America: The Peruvian case. *World politics*, 48(1), 82-116.

Levitsky, S., & Cameron, M. A. (2003). Democracy without parties? Political parties and regime change in Fujimori's Peru. *Latin American Politics and Society*, 45(3), 1-33.

Mar 07, 09. Crisis of democracy (Peru, Venezuela, Ecuador, Argentina)

Required:

Weyland, K. (2004). Neoliberalism and democracy in Latin America: A mixed record. *Latin American politics and society*, 46(1), 135-157.

Lopez Maya, M. (2003). The Venezuelan Caracazo of 1989: Popular protest and institutional weakness. *Journal of Latin American Studies*, 35(1), 117-137.

Weyland, K. (2003). Neopopulism and neoliberalism in Latin America: how much affinity?. *Third world quarterly*, 1095-1115.

Mar 14, 16. The pink-tide (Venezuela, Ecuador, Bolivia, Argentina, Brazil)

Required:

Ruckert, A., Macdonald, L., & Proulx, K. R. (2017). Post-neoliberalism in Latin America: a conceptual review. *Third World Quarterly*, 38(7), 1583-1602.

Grugel, J., & Riggirozzi, P. (2012). Post-neoliberalism in Latin America: Rebuilding and reclaiming the State after crisis. *Development and change*, 43(1), 1-21.

Cameron, M. A. (2018). Making sense of competitive authoritarianism: Lessons from the Andes. *Latin American Politics and Society*, 60(2), 1-22.

Read also at least one of the following:

Rosales, A. (2013). Going Underground: the political economy of the 'left turn' in South America. *Third World Quarterly*, 34(8), 1443-1457.

Gombata, M., & Cameron, M. A. (2021). Endogenous hybridity: regime change in Venezuela (1998–2020). *Canadian Journal of Latin American and Caribbean Studies/Revue canadienne des études latino-américaines et caraïbes*, 1-20.

Bull, B., & Rosales, A. (2020). The crisis in Venezuela. *European Review of Latin American and Caribbean Studies/Revista Europea de Estudios Latinoamericanos y del Caribe*, (109), 1-20.

Weyland, K. (2009). The rise of Latin America's two lefts: insights from rentier state theory. *Comparative Politics*, 41(2), 145-164.

Mar 21, 23 The return of the right

Required:

Meléndez-Sánchez, M. "Latin America Erupts: Millennial Authoritarianism in El Salvador". *Journal of Democracy*, vol. 32, no. 3, July 2021, pp. 19-32.

Polga-Hecimovich, J., and F. Sánchez . “Latin America Erupts: Ecuador’s Return to the Past”. *Journal of Democracy*, vol. 32, no. 3, July 2021, pp. 5-18.

Ravecca, P., Schenck, M., Fonseca, B., & Forteza, D. (2022). What are they doing right? Tweeting right-wing intersectionality in Latin America. *Globalizations*, 1-22.

Mar 28, 30 Gender and LGBTQ+ rights and struggles in Latin America

Required: read 3 out of the following:

Corrales, J. (2020). The expansion of LGBT rights in Latin America and the Backlash. *The Oxford handbook of global LGBT and sexual diversity politics*, 185-200.

Ruibal, A. (2021). Using constitutional courts to advance abortion rights in Latin America. *International Feminist Journal of Politics*, 23(4), 579-599.

Merike Blofield, Christina Ewig, The Left Turn and Abortion Politics in Latin America, *Social Politics: International Studies in Gender, State & Society*, Volume 24, Issue 4, Winter 2017, Pages 481–510, <https://doi.org/10.1093/sp/jxx018>

Kalil, I. O. (2019). Gender Ideology Incursions in Education. *SUR-Int'l J. on Hum Rts.*, 29, 115.

Llavaneras Blanco, M. (2017). The travels of an exotic bird: The transnational trajectories of Venezuela’s constitutional recognition of the value of unpaid work. *Global Social Policy*, 17(3), 328-346.

Corredor, E. S. (2019). Unpacking “gender ideology” and the global right’s antigender counter-movement. *Signs: Journal of Women in Culture and Society*, 44(3), 613-630.

FASS Appendix

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1. A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
2. Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

_____ All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

a. **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b. **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

c. Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/> Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/> Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca

Community Safety Office:

safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)

