I. Course Logistics

Required Books:
Kingstone, Peter. 2011. *The Political Economy of Latin America: Reflections on Neoliberalism and Development*. New York: Routledge (hereafter Kingstone). This is available through the UO Duckstore, but can also be purchased in e-reader option via Amazon or Routledge. There is a 2018 version of this book, but it is much more expensive, so we will be working from the 2011 version.

All other reading material will be available to read, watch, or download on the Canvas website. This will be a lecture-style class that incorporates multimedia content (videos, podcasts) and online discussion. This online course requires that students have access to a computer with a reliable internet connection. You will be able to do most readings and even some assignments on other devices if necessary (phone, tablet), but for some things you will need a connected computer.

OTHER NECESSARY TECHNOLOGY/SKILLS FOR THIS COURSE

Learning online requires some basic knowledge of computer technology. At a minimum, you need to be able to:

- Navigate in and use Canvas. Student questions about Canvas can be directed to the UO Libraries Computer Help Desk. Phone: (541) 346-1807 Location: Knight Library, 1st floor – just past the Reference Desk.
- Create and save MS Word documents.
- Find basic resources on Internet.
- Create and organize files and folders on your computer.
- Send, receive, and manage email.
- Stream or watch videos/movies (some will be required)

II. Course Description

This course is designed to provide students with an introduction to the dynamic nature of Latin American politics by addressing historical and contemporary social, political, and economic developments and challenges. It explores the causes and consequences of diverse phenomena such as regime change, economic development, revolutions, democratization, market-oriented reforms, and social mobilization. The course will give students an overview of regional trends with more in-depth study of selected countries including Mexico, Brazil, Chile, Venezuela, Cuba, and Guatemala. In so doing, students will learn to study Latin America as a region, but also to examine important differences within the region. Students should acquire a basic familiarity with Latin America historically and currently, knowledge of key countries and sub-regions, and will develop a desire to further their studies through future coursework, reading and travel. This is a group-satisfying course in the Social Sciences and as such draws on work from political science, economics, sociology and geography in its exploration of social, economic and political developments in the region. Students are expected to apply central social science concepts, theories, and approaches to a variety of empirical phenomenon, synthesizing across course material and developing original arguments.
PS330 is also one of the General Education Multicultural Courses in International Cultures (Category C) and as such raises issues of race and ethnicity in relation to legacies of colonization, indigenous movements and multiethnic nationhood.

III. Expected Learning Outcomes

Substantive Learning Goals:
- To give students a deeper understanding of current and historical democratic and nondemocratic political systems in Latin America,
- To give students a deeper understanding of how economic, social, and political developments are related.

Critical Skills and Tools:
- To identify, describe, and define basic factual information and analytical concepts concerning political systems.
- To analyze political issues and phenomena using political science concepts, theories, and methods.
- To analyze economic development using concepts and theories from political economy.
- To use argument and evidence effectively to communicate original analysis of political, economic, and social phenomena.

IV. Estimated Student Workload

Given this class condenses an entire term into four weeks, weekly expectations are quite high. Students will be expected to thoroughly complete roughly 100 pages of reading a week and watch roughly 2 hours of powerpoint lectures (broken into 5-8 shorter pieces). Some of the assigned readings introduce new concepts and theories that may require more than one reading, whereas others provide the historical background for powerpoint lectures. Lectures will build on the assigned readings rather than review them in detail – so students will not be able to succeed in the course without completing both the readings and powerpoint lectures.

Each week will have a separate page (with four total pages, one for each week). Each page will, in turn, be organized by four topics, that should be completed in sequence. Although students can move through topics them according to their schedule, the course is designed such that students will complete one topic a day, Monday through Thursday, with Friday-Sunday used for extra time to complete assignments and exams if need be. Regardless of how students decide to organize their week, they are required complete all assignments for each week by the week’s end (Sunday at 11:59pm). At the beginning of each week (at the top of the week’s page), a video will be posted with a brief overview of the four topics for the week and what to expect in terms of readings and exam/assignments.

In addition to the weekly course material, students are encouraged to keep up to date on current events in Latin America. Below is a list of recommended sources. I will post current events in a “Que Pasa” section of each week’s page, and students are expected to recommend or comment on news items at least once a week.

1. News
   
d. NPR’s Latin America section (https://www.npr.org/sections/latin-america/)
e. Al Jazeera’s Latin America section (https://www.aljazeera.com/topics/regions/latin-america.html)

2. Latin American politics blogs
   a. Two Weeks Notice (http://weeksnotice.blogspot.com/): written by Prof. Greg Weeks
   b. Bloggings by Boz (http://www.bloggingsbyboz.com/): written by a freelance writer and consultant about foreign policy, security, politics and Latin America
   c. Central American Politics (http://centralamericanpolitics.blogspot.com/): written by a professor at The University of Scranton

The expected number of hours required per term include:
- Powerpoint lectures/videos (2-3 hours/week) = 15 hours
- Readings (10 hours/week) = 50 hours
- Participation in discussion and current events (2 hours/week) = 10 hours
- Written assignment = 10 hours
- 3 short answer exams (8 hours studying; 2 hours for completing each) = 30 hours
- Office hours and communicating with professor = 5 hours
- Total hours = 120 hours

V. What to Expect in this Course
The course is 5 weeks in length. Each week is made up of five topics that involve readings/other media and powerpoint lectures on Canvas. To provide some measure of flexibility, due dates for discussion posts, current events posts, and short-answer exams are at the end of each week, ON SUNDAYS AT 11:59pm, with all assignments for the preceding week due by then. While I want to offer you this flexibility, I RECOMMEND STRONGLY THAT YOU DO THE WORK AT AN EVEN PACE ACROSS EACH WEEK (aiming to complete at least one topic/day Monday-Friday, with extra time over the weekend to complete assignments/grades if need be).

You must look at Canvas regularly to see what you need to be doing each week and to access the readings, videos, news items, and assignments.

VI. How Grades Will Be Determined
Students’ grades for this course will be determined in the following manner:

- Weekly current events/news posts = 10%
- Weekly discussion posts = 10%
- 1 Reflection papers (week 3) = 20%
- 2 timed short-answer exams (week 2 and 4, 30% each) = 60%
Weekly Current events/news posts: The professor will periodically post current events on the “Que Pasa” section of each week’s page on Canvas. Once a week, students are required to either choose a news item that is posted to comment on or pick their own relevant news item to respond to with questions/commentary in the “Que Pasa” discussion section. Responses to news articles are expected to be roughly a paragraph (around 5 sentences) and should connect the news item with topics discussed in powerpoint lectures/readings and/or raise questions that the professor will respond to on the discussion board.

Weekly Discussion Posts: At least once a week, students are required to post a reaction in the “Weekly discussion section” of each week’s page. Reactions should be a paragraph (roughly 5 sentences) and should draw connections between lectures and readings, between lectures/readings and current events, or between what you are learning in the weekly topics and what you have learned in other classes/forum. Reactions can also raise questions about the content of lectures/readings that the professor will respond to on the discussion board.

Reflection Papers: At the end of week 3, students will be expected to submit a 3-4 page (double-spaced) reflection paper responding to one of two prompts posted by the professor. Reflection papers are meant to give students a chance to express themselves and craft an argument outside of an exam format. Reflection papers should have a clear thesis, and draw on readings/lectures/videos to offer support.

Short-answer Exams: There will be two timed (3 hour) short-answer exams given throughout the term – one at the end of week 2 and one at the end of week 4. Success on these exams requires that you stay up to date with assigned readings, watch the assigned powerpoint lectures/videos, seek out help when you need it, and prepare thoroughly beforehand. You will not be able to complete the exams successfully in the time allocated if you attempt to complete readings/lectures during the exams. Instead, you should study for these exams as you would an in-class exam.

Extra Credit: The professor will offer ample extra credit opportunities for reading news articles/watching documentaries etc and writing a short reaction papers. She will post these opportunities on each week’s page in Canvas under “extra credit opportunities” section.

All exams and written assignments will be graded by the following rubric:

A: Superior mastery of the material, including effective summary and analysis of substance from the course

B: Good mastery of the material, with strong substantive summary and analysis

C: Adequate mastery of the material, with some gaps in substantive summary and analysis

D: Poor mastery of the material, with important gaps or errors in substantive summary and analysis

F: Inadequate mastery of the material, with little comprehension of substance

VII. How to Communicate and Engage with the Professor
Communication with the professor is even more important in an online course than in a face-to-face course, since a lack of normal interaction can lead to misunderstandings. I ENCOURAGE YOU VERY STRONGLY TO USE THESE CHANNELS AS MUCH AS YOU CAN:

1) Email me, either through the Canvas messaging system or directly at Beck@UOregen.edu
2) Join my “chat” office hours, through the chat function on Canvas. In most weeks they are Mondays and Wednesdays 10:00am-11:30am. Let me know if you’d like to meet face to face or connect electronically at other times.

Before emailing with a question, please ensure that you check the syllabus and/or course website to see if they contain the answer. I will do our best to respond to e-mails within 48 hours during the business week (weekdays from 9:00 am to 5:00 pm). Students are also required to review links posted on canvas for guidelines for professional communication strategies.

PLEASE ALSO NOTE THE FOLLOWING POLICIES

Give 24 hours advance notice or doctor's letter to request assignment extension. Extensions requested within 24 hours of a deadline will generally not be granted. Late assignments lose a third of a letter grade each day (even an hour over counts as a day late).

Use your own words and don’t cheat. I use software to compare essays and exams to multiple databases. Plagiarism is serious business, as is cheating on closed-book exams. At the very least cheating or plagiarism will result in failing the class; such cases will also be brought to the attention of the university, as required by university policy. See details at http://studentlife.uoregon.edu/programs/student_judi_affairs/.

Submit grading disputes in writing. If you want to dispute a grade on an essay or exam, please submit in writing a description of your concerns at least 24 hours after you have received the grade in question. The 24 hours should be used as a cooling off period. Please note, however, that if I review your work, I will review the entire exam or paper. This can also result in a lower grade.

No incompletes will be possible in this course, except in the most dire health emergencies.

VIII. Course Policies

Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:
Violations of academic integrity include:

• Plagiarism: using another author’s ideas or material without proper citation
• Cheating: copying answers on a test or assignment from another student or another source, or allowing another student to do so.
• Fabrication: the intentional use of information or citations that the author has invented.

All work submitted for this course should be original. I will not accept work that was fully or partially completed for another course. Students are not to work together on any assignments. Students who violate this policy will receive a failing grade for the assignment.

By enrolling in this course, you agree to abide by the University’s Student Conduct Code. You must read the web links on Canvas regarding academic integrity. Understanding this information is a
REQUIREMENT that you MUST complete by the end of week 1. Everything in your assignments must be your own, original work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with the professor before problems arise. I will flunk any student who plagiarizes and will report them to University authorities.

Policy on Late assignments
Late assignments will lose a third of a letter grade per day past the due date. For example, an assignment that is due at noon on Tuesday that arrives before noon on Wednesday will go from a B to a B-, one that arrives before noon on Thursday will go from a B to a C+, etc. Assignments that arrive even an hour late will be penalized; plan accordingly.

NOTE you can NOT pass this class without turning in ALL assignments. Students are encouraged to turn in even late assignments.

IX. Special Needs and UO Sexual Harassment Policy
Students with Disabilities
Both I, as a professor, and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design result in barriers to your participation. If you have a disability, I encourage you to contact Accessible Education Center in 164 Oregon Hall at 346-1155 uoaec@uoregon.edu. Visit their website at http://aec.uoregon.edu/. If you have already been in contact with the Accessible Education Center and have a notification letter, please provide me with a statement from them during the first week of class so that we can make appropriate arrangements. University policy requires that “students MUST present a notification letter to receive testing accommodations” (see http://ds.uoregon.edu/DS_Pages/DS_Responsibilities.html).

Sexual Harassment
The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based bullying and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at https://safe.uoregon.edu/services for more information.

X. Course Schedule and Assignments

WEEK ONE
- Watch short video introducing the course and the weekly topics
- Topic 1 Introduction to Course and the Region
  - To watch
• Powerpoint lecture “Why is it important to study Latin America”
• Powerpoint lecture: “Key concepts in Latin American Politics”
  o To read
    ▪ Review University's Student Conduct Code; advice for avoiding plagiarism and tips for connecting with the professor (links on Canvas)
    ▪ Kingstone, Chapters 1 (1-18)
• Topic 2: Key Actors in Latin American Politics and Key theories of Latin American Development
  o To watch:
    ▪ Powerpoint lecture “Key Players in Latin American Politics”
    ▪ Powerpoint lecture “Theories of Latin American Political and Economic Development”
  o To read:
• Topic 3: Colonialization and the Post-Colonial “Lost Half Century”
  o To watch
    ▪ Powerpoint lecture “Latin American and US Experiences of Colonialism and Independence, compared”
    ▪ Latin American Revolutions: Crash Course World History #31: https://www.youtube.com/watch?v=Z8w35Ze3bg8 (13:42)
• Topic 4:
  o To watch
    ▪ Powerpoint lecture “Political and Economic developments over time: ISI to the Lost Decade”
  o To read:
    ▪ Kingstone Chapters 2 (18-44)
• Topic 5: Trends in Political Economy over time: independence to ISI
  o To watch
    ▪ Powerpoint lecture “Political and Economic developments over time: The Neoliberal Turn and its Discontents”
  o To read
    ▪ Kingstone Chapter 3 (45-83, stop at “Neoliberalism, Scourge or Savior: A Paired Comparison”)
• To complete by Sunday, August 26th, 11:59pm
  o Comment on a news article that the professor posts or suggest your own current events topic, with a few sentence commentary/question
  o Post a paragraph reaction to on one of the topic's discussion sections

WEEK TWO
• Watch introduction to week 2 video
• Topic 1: From Revolution to Mexican Miracle: Mexico 1820s-1970s
  o To watch
    ▪ Powerpoint lecture: “Mexico from Independence to ISI”
  o To read

- **Topic 2: Economic Crisis and Democratic Transition: Mexico 1980s-today**
  - To Watch:
    - Powerpoint lecture: “From Economic Bust to Democratic Transition and Beyond”
    - Al Jazeera’s “Mexico’s Disappeared”:
  - To read

- **Topic 3: Brazil’s Volatile Politics: Military Coups, Democratic Experiments, and ISI (1820s-1964)**
  - To watch
    - Powerpoint lecture: “Brazil’s early Exceptionalism and Volatile Politics: 1820s-1964)
  - To read

- **Topic 4: Brazil: Democratic Transition to Current Crisis**
  - To watch
    - Powerpoint lecture: “From Bureaucratic Authoritarianism to Democracy and Beyond”
    - The Economist’s “Corruption in Brazil”:
      [https://www.youtube.com/watch?v=6eyBWX3hVaE](https://www.youtube.com/watch?v=6eyBWX3hVaE) (4:49)
  - To read
    - Listen to Planet Money’s “How Fake Money Saved Brazil” (7:50)

- **Topic 5: Chile: Strong Democratic Institutions, cut short**
  - To watch
    - Powerpoint lecture: “Chile’s Strong Democratic Institutions, cut short”
To read

To complete by Sunday, September 2, 11:59pm
- Comment on a news article that the professor posts or suggest your own current events topic, with a few sentence commentary/question
- Post a paragraph reaction to one of the topic’s discussion sections
- Complete timed (2-hour) short answer exam

WEEK 3
- Watch short introduction to week 3 video
- Topic 1: Bureaucratic Authoritarianism in Chile and its Legacies
  - To watch
    - Powerpoint lecture: “The Neoliberal Turn and Transition to Democracy in Chile”
    - PBS’ “Commanding Heights: The Battle for the World Economy” (8:45)
  - To read: TBA
- Topic 2: Guatemala: Plantation Society to Genocide
  - To watch
    - Powerpoint lecture: “Guatemala: Foreign Intervention from Independence through Armed Conflict”
    - “US overthrows Democratic Socialists in Guatemala”: https://www.youtube.com/watch?v=bJZAbe8K2Zs (10:18)
  - To read/listen to
    - “What Happened at Dos Erres?” This American Life, NPR
- Topic 3: Post-war Guatemala: Challenges and Innovations
  - To watch
    - Powerpoint lecture: “Post-war Guatemala’s Stubborn Challenges and Innovative Strategies”
  - To read
    - Schlesinger, Stephen. 2015. “This is One of the Most Innovative Programs in the UN’s Toolbox.” The Nation October 5, 2015.
- Topic 4: Cuba and the Revolutionary Road to Socialism
  - To watch
    - Powerpoint lecture: “Why Did the Cuban Revolution Succeed but other Revolutions Fail?”
  - To read

- **Topic 5: Post Cold War Cuba: shifting international relations**
  - To watch
    - Powerpoint lecture: “The End of the Cold War and a New Era for Cuba”
  - To read

- To complete by Sunday, September 9th, 11:59pm
  - Comment on a news article that the professor posts or suggest your own current events topic, with a few sentence commentary/question
  - Post a paragraph reaction to on one of the topic’s discussion sections
  - Submit 3-4 page (double-spaced) reflection paper responding to one of two prompts posted on Canvas

**WEEK 4:**

- **Topic 1: Venezuela from Democratic Model to Populist Stronghold**
  - To watch
    - Powerpoint lecture: “Venezuela: from Democratic Example to Leading the “Pink Tide””
    - The Hugo Chavez Show: https://www.pbs.org/wgbh/frontline/film/hugochavez/ from 0:00-8:45; 36:00-48:00 (20:45 total)
  - To read

- **Topic 2: Post-Chavez Venezuela and Present-day Crisis**
  - To watch
    - Powerpoint lecture: “The Evolution of Chavez and Post-Chavez Venezuela”
  - To read/listen to
    - Listen to Planet Money’s “How Venezuela Exploded.” October 21, 2016 (19:00)

- **Topic 3: Anti-market backlash and new forms of collective action**
  - To watch
    - Powerpoint lecture: “Anti-market Mobilization after Corporatism in Latin America”
    - Powerpoint lecture: “Indigenous Movements in Latin America”
  - To read
    - Kingstone, Chapter 5, 127-143

- **Topic 4: Political Institutions: Delegative Democracies and Interrupted Presidencies**
  - To watch
    - Powerpoint lecture: “Are Latin American Presidents too Powerful?”
    - Powerpoint lecture: “Interrupted Presidencies and their causes”
To read


**Topic 5: Political Institutions: Political Parties**

- To watch
  - Powerpoint lecture: “Why are there so many Political Parties”
  - Powerpoint lecture: “Wrapping up: the Current state of Affairs”

- To complete by Sunday, September 16th, 11:59pm
  - Comment on a news article that the professor posts or suggest your own current events topic, with a few sentence commentary/question
  - Post a paragraph reaction to one of the topic’s discussion sections
  - Complete timed (2-hour) short answer exam