

# Political Science 3430: Latin American Politics

Loyola Marymount University  
Spring, 2022

## Course Information

Instructor: Dr. Marika Csapo [CHOP-oh]

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Pronouns: *she/her/they/their*

Class Meetings: Tu/Th, 2:40 - 4:10 pm, University Hall 2002

Office Hours: F, 10:00 am - 1:00 pm, University Hall 4127B<sup>1</sup>

Credit Hours: 4

EXP: Understanding Human Behavior (EHBV)

## Course Description

Latin America (the Spanish- and Portuguese-speaking countries of the Americas) is a much more varied region than is often recognized by those who have not engaged in its careful study. This class will help introduce you to some of the geographic, social, economic and political variation in the region, while also highlighting certain commonalities shared across many of its countries. Toward this end, the course is divided into three sections focusing on several common themes. While the course is organized by theme, rather than country, we will draw examples from relevant countries throughout.

In the first segment, we will take a historical perspective toward understanding the economic and political events of 20th century Latin America. We will cover the motivation for and variants of state-led development, sustained periods of military rule, and the causes and consequences of neoliberal reform. We then shift our attention to socio-political dynamics of

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<sup>1</sup>I am also happy to meet on Zoom during this time, if you let me know when you are coming. Appointments outside of office hours are welcome and recommended for those who need more time or cannot make the scheduled hours. Please email the instructor to schedule individual appointments outside of office hours. Individual appointments can also be in-person or via Zoom (please specify).

the past three decades. We will examine democratic (in)stability and consolidation, social policy, identity politics, social movements and neo-populism. In the final segment of the class, we will turn our attention to our nearest neighbors, including Mexico and Central America, with an eye toward understanding the current migration crisis in historical perspective. We will cover themes including dynamics of American interventionism, political legacies of military rule and civil conflict, and security response and economic opportunity.

## Learning Objectives

By the end of the semester, students who are successful in this course should be able to:

- understand the range of regional variation in social, economic and political experience in Latin America.
- articulate the logic and consequences of the alternate economic models employed in Latin America including import substitution industrialization and neoliberalism.
- understand the merits and limitations of various explanations for 20th century bureaucratic military interventions in the region.
- understand the drivers of the current migration crisis and engage in a nuanced and well-informed debate about the role of the United States in the making of the crisis.
- demonstrate case- and subject-specific expertise in the area the student elects to research for the final paper.
- develop a compelling research question, engage in independent research, and persuasively organize and articulate an evidence-supported argument.

## Assignments and Grades

Course grades will be comprised of the following components: participation; three assignments; three equally-weighted, non-cumulative exams; a research paper including topic, puzzle, outline, final paper, and peer review. See Table 1 for a breakdown of the weight each component contributes to your final course grade, and details about graded components below.

Table 1: Grade Component Breakdown

<b>Component</b>	<b>Weight</b>
Participation	2%
▷ Reading Reviews (2 reviews x 0.5% each)	
▷ Outline Review (1%)	
Assignments (3 assignments x 6% each)	18%
Exams (3 exams x 19% each)	57%
Research Project	23%
▷ Topic Submission (1%)	
▷ Puzzle Submission (1%)	
▷ Outline Submission (3%)	
▷ Research Paper (15%)	
▷ Peer Review (3%)	
<b>Total</b>	<b>100%</b>

## Grade Scale

Each component will receive an individual grade. At the end of the semester the weighted-average will be computed over the components according to the weighting scheme in Table 1. This score determines the final letter grade for the course according to the scale below.

Table 2: Grade Scale

<b>Letter Grade</b>	<b>Range</b>
A	93 → 100
A-	90 → 93
B+	87 → 90
B	83 → 87
B-	80 → 83
C+	77 → 80
C	73 → 77
C-	70 → 73
D	60 → 70
F	0 → 60

**Participation:** Participation credit is worth 2% of the final grade. This credit will come from two reading reviews and one in-class outline review.

- **Reading Reviews:** During Week 1, students will sign up to be responsible for **two** of the course reading materials for which they will submit a short review to Brightspace

before the class associated with that reading. They will then (casually) present their review to the class on the day we discuss the reading. The review should include a 1-2 paragraph summary of the reading as well as a 1-2 paragraph response (a critique, praise, concrete example, or reflection of personal relevance). In order to get the credit for a review, students must BOTH submit the written review and present their response in class. All students are responsible for reading all assigned materials regardless of whether it is their week to provide a review.

- **Outline Review:** This will be an in-class activity on Tuesday of Week 12 (4/5), so students must be present in class and must have already submitted their research outline in order to participate in and get credit for this activity.

**Assignments:** These three short assignments are designed to help students

1. process the reading material and integrate it with overall course concepts and themes.
2. apply abstract concepts to concrete and personal examples.
3. prepare for exams.

Assignments also decrease the weight put on exams while creating opportunities for reflection, repetition and synthesis that will help students utilize course material long after the course ends. Assignment prompts will be posted on Brightspace around one week before they are due. Assignments are generally due on Sundays by 11:59 pm (with a 1-hour grace period). Extensions will be granted when warranted IF the student makes the request BEFORE the due date. Late assignments submitted after the deadline without an extension can receive no more than 80% of the total points if they are submitted within two weeks after the deadline. Assignments submitted more than two weeks late will receive no credit. Submissions should be uploaded to Brightspace; emailed submissions will not be graded.

**Exams:** There will be three equally-weighted, non-cumulative, closed-note, non-collaborative exams for this course—one for each of the three course segments. They will be held in-class (at 2:40 pm) on Tuesday of Week 6 (2/15) and of Week 10 (3/22) for Exams 1 and 2, respectively, and on Tuesday of Finals Week (during our final exam slot from 2:00 - 4:00 pm) for Exam 3. Each exam will be made up of a combination of multiple choice and short answer questions. They will cover material from the readings, lectures, assignments and any in-class activities or films from the associated course segment. The exam will be taken on paper and no open laptops will be allowed. You must bring a Greenbook to each exam.

**Research Project:** The research project consists of five components, including three preliminary research-development submissions (topic, puzzle and outline), the research paper, and a peer review assignment.

- **Topic Submission:** You will be asked to submit a preliminary research topic (e.g., “abortion rights in the Southern Cone,” or “comparative security responses in the Northern Triangle,” or “indigenous movements in the Andes,” etc) by 11:59 pm on the Sunday following Week 2 (1/23).

- **Puzzle Submission:** You will be asked to submit a preliminary research puzzle and question by 11:59 pm on the Sunday following Week 6 (2/20). I will distribute specific guidelines before the due date.
- **Outline Submission:** You will be asked to submit a preliminary outline of your research paper by 11:59 pm on the Sunday following Week 11 (4/3). I will distribute specific guidelines before the due date. You **MUST** submit the outline on time in order to get participation credit for the outline review that will occur in class on Tuesday of Week 12 (4/5).
- **Research Paper:** You will receive instructions on organizing your research project throughout the semester, including a specific paper prompt during Week 5 or 6. The research paper will be due by 11:59 pm the Sunday following Week 13 (4/17). The research paper should pose a political-analysis-related research question of your choosing regarding one more more Latin American countries and should propose and defend your answer to the question (a thesis supported by evidence). The paper should be 8-10 pages long and must include relevant in-text citations and a Works Cited page. The Works Cited page(s) will not be applied toward page count. The in-text and bibliographic references should adhere to either the Chicago Manual of Style or APA manuscript style (guidelines are available for free and can be found using a simple Google search). Papers should have one-inch margins, be double-spaced, and be written in 11 or 12 point of a standard font. You will also be asked to give a casual and brief (5 min) presentation of your research in-class for a group discussion. You will be assigned to one of two discussion groups, where Group 1 will present on Thursday of Week 14 (4/21) and Group 2 will present on Tuesday of Week 15 (4/26).
- **Peer Review:** You will be assigned to write a review of one of your peers' research papers from the same discussion group as you. You will present that review during your group's in-class research discussion on either (Group 1) Thursday of Week 14 (4/21) or (Group 2) Tuesday of Week 15 (4/26). You must submit your written review to Brightspace by 1:00 pm on the day of your group's discussion.

## Course Resources

**Reading Materials:** There is no textbook for purchase for this course. All readings will be posted on Brightspace during the week prior to the lecture they are associated with. You should read them by the date of the lecture they are associated with.

**Lectures:** Students are expected to attend lecture. During the first two-weeks of the semester, the course will be held on Zoom (and the Zoom information is posted on Brightspace). Barring unforeseen circumstances, we will resume **in-person** classes starting Tuesday, 1/25. If the instructor becomes ill unexpectedly, we will temporarily re-locate to Zoom (and you would receive explicit instructions on Brightspace). Students who feel ill (sniffles, fever, cough, etc) should **NOT** come to class. If this is the case please contact me before class starts and I will record class and make the recording digitally available to you for a limited time. Lecture slides will generally be posted to Brightspace by the day after the class

for which they were used. The slides are outlines and are not meant to replace lectures and discussion. Students will be responsible for material included in lectures regardless of whether it appears in the slides or not. Some classes will include interactive activities that are relevant to assignments.

**Office Hours and Appointments:** My weekly office hours are on Zoom for the first two weeks of class and in-person (University Hall 4127 B), thereafter, unless you contact me to request meeting on Zoom instead. I am happy to accommodate Zoom meetings as long as you let me know your preference (including what time during office hours I should log-in to meet you). For those who cannot make drop-in hours but would like to meet, please email me to set up an appointment. If so, please also specify if you prefer the appointment to be in-person or via Zoom.

**Response Time:** I will make every effort to respond quickly to inquiries, but if you have not heard from me by two business days from your first inquiry, feel free to follow-up with a gentle reminder. When requesting extensions provide ample time for response, especially on weekends.

**Credit Hours:** As a 4-credit hour course, LMU requires that students spend an average of 12-hours a week engaging in course content, including class time, office hours and appointments, reading, group meetings, and any at-home assignments or other related work. This course therefore involves a reading and assignment structure appropriate to LMU standards of rigor.

## Course Policies

**Late Work:** Please see “Assignments and Grades” for details and specifics on each graded component. Generally, late assignments will be penalized by 20% during the first two weeks after the deadline and will not be accepted after that for a grade. Exception requests must be made in advance of the due date. The research outline, research paper and peer review may NOT be submitted late since subsequent in-class activities build on these assignments. **Absolutely no late work will be accepted after Friday, May 6th, for any reason, due to university grade deadlines.**

**Exam Accommodations:** The exams must be taken in the time provided unless arrangements for special accommodations are made beforehand through [DSS](#). In the case of pre-approved make-up exams or documented emergencies, the make-up exam must still be taken in-person and it must be within two weeks of the original exam date. **Absolutely no make-up exams will be offered after Friday, May 6th, for any reason, due to university grade deadlines.**

**Brightspace:** All coursework (except exams) must be uploaded to Brightspace in order to receive a grade. I will not grade emailed work. If you have technical difficulties uploading any of your work to Brightspace, you may email the work to me as an attachment before the deadline in order to time stamp it—but you must still also upload it to Brightspace once your

technological issue is resolved in order to receive a grade. To submit work to Brightspace you must not only upload it, but **must also then press “Submit”**. You are responsible for verifying you successfully submitted the work through Brightspace. If you fail to press “submit” I will not receive your work. I will not waive late penalties for those who fail to press “submit” or who forget a deadline.

**Grade Disputes:** Grade disputes must be made in writing, should be made only after requesting feedback, and must make clear which question or portion of the assignment you believe deserved a better grade and, most importantly, why. Regrade requests will be granted under these circumstances, but assignments will be re-graded in their entirety. This could lead to an increase or decrease in total points allocated so please evaluate whether a regrade is likely to produce an improvement before requesting it. Requests will not be granted simply because the student needs a better grade to pass the class or get into law school. Rather, I will correct errors in grading due to my misreading of responses, clerical error, and/or if I deem it warranted based on the merit of the work.

**Syllabus Changes:** This syllabus is tentative and is **subject to change** according to the unique demands of the semester. Students will be promptly notified of any changes by email and an updated syllabus will be made available through Brightspace should changes be made.

**Inclusion Statement:** One of the tremendous benefits of a university education is the diversity of experiences, identities, and perspectives represented in our classrooms. Diversity fosters the type of rich, critical discourse that is fundamental to both high-quality education and research. This type of discourse is only possible when the campus community is not only diverse, but when all feel they can safely and respectfully be heard. My job is to do all that I can to create this type of safety for all students. Hate speech or other forms of identity-hostility will not be tolerated in the classroom, discussion boards, or between students outside of class.

**Academic Honesty:** Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU’s academic life, and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated. Students are responsible for understanding the standards of academic honesty and determining how they apply to their academic work and behavior. Students are responsible for contacting their Instructor before assignments are due to proactively resolve any questions they may have.

Students are welcome and encouraged to discuss lectures, readings, assignments, and case studies with each other outside of class or to study for exams jointly. This does not constitute academic dishonesty. Academic dishonesty **does** include, but is not limited to:

- verbal, written or other forms of collaboration during exams.

- using the language or ideas of someone other than yourself without attribution of credit.
- using the same language as another student on assignment submission or using the same language you have used on an assignment from a previous class.

You can get more information on LMU's Academic Honesty Policy [here](#).

**Masks and Illness:** In accordance with campus and County policy, students, faculty, staff and visitors must wear masks (properly, covering both the nose and mouth) at all times when indoors on campus. This includes in the classroom. Failing to comply is grounds for notifying campus Public Safety. Students should NOT come to class if they feel ill or suspect they have been exposed to COVID-19. See the "Lectures" section under "Course Information" for details on how to stay up-to-date in this course if you become ill and must isolate. More information about self-isolating requirements is available [here](#).

## Student Resources

This is an unusual semester as we transition back to campus in the middle of an ever-changing public health environment. There are various resources on campus to support you during this time.

**COVID-19 Resources:** If you suspect you have come into contact with someone who has COVID-19 or you feel ill, you may visit LMU's [COVID Support Team](#) website for resources including information on free campus testing. More information about LMU's COVID response is available [here](#) and you can find data on campus infection rates [here](#).

**Health and Wellness:** LMU provides this centralized resource for [Lion Wellness](#). This includes information about student health services, student psychological services, wellness groups, the community of care advocacy program, recovery groups, the campus ministry, and the campus food pantry among other great resources.

**Disability Support Services:** If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA) and California law you may apply for appropriate learning accommodations through LMU's [Disability Support Services](#).

**ARC Writing and Course Tutoring:** The Academic Resource Center provides writing support and peer tutoring in a variety of subjects. Be sure to make tutoring a part of your academic experience when you want feedback on a writing project or help understanding course concepts and preparing for exams. To make an appointment with a tutor, follow the "Writing & Course Tutoring" link in myLMU. Get more information [here](#).



# Course Schedule

## I. Economic Development and Military Rule

### Week 1

- Tu 1/11 Introduction and Overview
- Th 1/13 Colonial Legacies
- Engerman, Stanley, and Kenneth Sokoloff. 2002. "Factor Endowments, Inequality, and Paths of Development among New World Economies." *Economía* 3(1). **Read p. 41-88 ONLY.**

### Week 2

- Tu 1/18 Politics of Import Substitution Industrialization
- Johnson, Leland. 1967. "Problems of Import Substitution Industrialization: The Chilean Automobile Industry." *Economic Development and Cultural Change* 15(2): 202-216.
- Th 1/20 Making Military Consensus
- Kingstone, Peter. 2018. "Import Substitution Industrialization and the Great Transformation in Latin America," in *The Political Economy of Latin America: Reflections on Neoliberalism and Development*.

**DUE: Research Topic—submit by 11:59 pm on Sunday, 1/23**

### Week 3

- Tu 1/25 Film: "La Historia Oficial"
- Th 1/27 Finish and Discuss "La Historia Oficial"
- Chossudovsky, Michael. 1977. "Legitimised Violence and Economic Policy in Argentina." *Economic and Political Weekly* 12(16): 631-3.

### Week 4

- Tu 2/1 Redemocratization and Transitional Justice
- Díaz-Cerda, Verónica. "General Pinochet Arrest: 20 Years On, Here's How It Changed Global Justice." *The Conversation* (October 15, 2018).
  - Sikkink, Kathryn, and Carrie Booth Walling. 2007. "The Impact of Human Rights Trials in Latin America." *Journal of Peace Research* 44(4): 427-45.

- Th 2/3** Debt, Hyperinflation and Neoliberal Reform
- Roett, Riordan. 1988. "Latin America's Debt: Problems and Prospects." *International Journal*. 43 (3): 428-45.

**DUE: Assignment 1—submit by 11:59 pm on Sunday, 2/6**

**Week 5**

- Tu 2/8** Research Paper Workshop
- Need article to analyze.

- Th 2/10** Exam 1 Review

**II. Politics of Social Change**

**Week 6**

- Tu 2/15** Exam 1

- Th 2/17** Socioeconomic Consequences of Neoliberal Reform
- Kingstone, Peter. 2018. "Neoliberalism and Its Discontents," in *The Political Economy of Latin America: Reflections on Neoliberalism and Development*.

**Due: Research Question—submit by 11:59 pm on Sunday, 2/20**

**Week 7**

- Tu 2/22** Sources of Democratic Instability
- Pérez-Liñán, Aníbal and John Polga-Hecimovich. 2017. "Explaining Military Coups and Impeachments in Latin America." *Democratization* 24(5): 839-58.

- Th 2/24** Poverty, Clientelism and the Pink Tide
- Penfold-Becerra, Michael. 2007. "Clientelism and Social Funds: Evidence from Chávez's *Misiones*." *Latin American Politics and Society* 49(4): 63-84.

**\* \* \* NO CLASSES Feb 28 - March 4—Spring Break! \* \* \***

## Week 8

- Tu 3/8** Social Issues: Abortion, Race and Immigration
- Blofield, Merike, and Christina Ewig. 2017. "The Left Turn and Abortion Politics in Latin America." *Social Politics* 24(4): 481-510.
  - Yashar, Deborah. 2015. "Does Race Matter in Latin America: How Racial and Ethnic Identities Shape the Regions Politics." *Foreign Affairs* 94(2): 33-40.

- Th 3/10** Social Movements
- Krausova, Anna. 2020. "Latin American Social Movements: Bringing Strategy Back In." *Latin American Research Review* 55(4): 839-49.

**DUE: Assignment 2—submit by 11:59 pm on Sunday, 3/13**

## Week 9

- Tu 3/15** Right Turn
- Hunter, Wendy, and Timothy Power. 2019. "Bolsonaro and Brazil's Illiberal Backlash." *Journal of Democracy* 30(1): 68-82.

- Th 3/17** Exam 2 Review

## Week 10

- Tu 3/22** Exam 2

- Th 3/24** Library Research Workshop (Tentative)

### **III. Politics of Mexico and Central America**

## Week 11

- Tu 3/29** Mexico: Revolution, PRI, AMLO
- Edmonds-Poli, Emily, and David A Shirk. 2020. "Mexican Democratization, 1968-2000." In *Contemporary Mexican Politics*.

- Th 3/31** **NO CLASS—César Chávez Holiday!**

**DUE: Research Outline—submit by 11:59 pm on Sunday, 4/3**

## Week 12

**Tu 4/5** Peer Review of Research Outline

**Th 4/7** Interventionism in Central America: Coffee, Bananas and Canals

- Jones, Geoffrey, and Marcelo Bucheli. 2005. "The Octopus and the Generals: the United Fruit Company in Guatemala." *Harvard Business Review* Case Studies.

## Week 13

**Tu 4/12** Legacies of Military Dictatorship and Civil War

- Cruz, José Miguel. 2011. "Criminal Violence and Democratization in Central America: The Survival of the Violent State." *Latin American Politics and Society* 53(4): 1-33.

**Th 4/14** **NO CLASS—Easter Holiday!**  
**DUE: Research Paper—submit by 11:59 pm on Sunday, 4/17**

## Week 14

**Tu 4/19** Understanding the Migration Crisis

- Stinchcomb, Dennis, and Eric Herschberg. 2014. "Unaccompanied Migrant Children from Central America: Context, Causes, Responses." CLALS Working Paper Series No. 7.

**DUE: Group 1 Peer Review—submit by 1:00 pm on Thurs, 4/21**

**Th 4/21** Paper Discussion: Group 1  
**DUE: Assignment 3—submit by 11:59 pm on Sunday, 4/24**

## Week 15

**DUE: Group 2 Peer Review—submit by 1:00 pm on Tues, 4/26**

**Tu 4/26** Paper Discussion: Group 2

**Th 4/28** Exam 3 Review

## Finals Week

**Tu 5/3** Exam 3 (In-class from **2:00 - 4:00 pm**)