

# **International Relations 365: Politics and Democracy in Latin America**

**Fall 2015**

When: M & W 5:00-6:20 p.m.  
Where: VKC 150  
Office Hours: M 2:00-3:20 p.m.  
or by appointment

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## **Course Description**

The course focuses on Latin America's experience with democracy and seeks to offer: 1) a survey of the region's experience with democracy and other types of political regime, 2) a detailed discussion of the trends in Latin American politics over the past 30 years, and 3) a sense of the challenges Latin America has still not managed to tackle successfully.

The course will seek to meet these objectives by offering both broad overviews of the region and in-depth analyses of a set of countries. The selected countries are those that are economically dominant in the region (Brazil and Mexico) and that exemplify certain common patterns (Argentina, Chile) or notable alternatives (Cuba and Venezuela). Though an emphasis will be placed on events in these countries since the 1980s, the historical context of recent developments and external influences (in particular, the role of the United States) will also be considered.

## **Requirements**

The basic requirements include five *quizzes* (25% of the overall grade), an in-class *mid-term exam* (35%), and an in-class *final exam* (40%).

With regard to the quizzes, we will have six quizzes and I will drop the lowest one. I have included provisional dates below in the syllabus, but these may change slightly. The exact dates will be announced in class.

The dates of the mid-term and final exams are also noted below in the syllabus.

If the schedule of a quiz or in-class exam conflicts with a religious holy day, please let me know and I will arrange for you to take it some other time.

## **Readings and Class Power Points**

All the readings are accessible through the Blackboard, under "Readings." Below you will see which reading we will discuss and you are responsible for reading for each meeting of the class.

In addition, I will be introducing additional information, especially on most recent developments, in class. The power points of each class will be uploaded to the Blackboard after each class—you will find them under "Power Points"—and you are responsible for mastering the information in these power points that go beyond the readings.

## Topic Outline and Reading Assignments

### Meeting # 1 (8/24). Introduction

#### I. Issues and Trends in Latin America

### Meeting # 2 (8/26). The Pre-History and Origins of Countries

- “The Colonial Foundations (1492-1880s),” pp. 13-41, in Thomas Skidmore and Peter Smith, *Modern Latin America* (2005).

### Meeting # 3 (8/31). Models of Economic Development

- “Strategies for Economic Development,” pp. 351-75, in Thomas Skidmore, Peter Smith and James Green, *Modern Latin America* (2010).

### Meeting # 4 (9/2). Political Regimes and Democracy

- “Dynamics of Political Transformation,” pp. 376-93, in Thomas Skidmore, Peter Smith and James Green, *Modern Latin America* (2010).

### Meeting # 5 (9/7). Labor Day: No Class

### Meeting # 6 (9/9). The Role of the United States

- “The Two Americas: United States–Latin American Relations,” pp. 559-92, in Benjamin Keen and Keith A. Haynes, *A History of Latin America*, Volume 2 (2009).

#### -Quiz # 1 (9/14)

#### II. The Southern Cone

### Meetings # 7, 8, 9 & 10 (9/14, 9/16, 9/21, 9/23). Argentina: Early Democracy, Populism, Harsh Military Authoritarianism, and Unstable Democracy

- “Argentina: Prosperity, Deadlock, and Change,” pp. 69–108, in Thomas Skidmore and Peter Smith, *Modern Latin America* (2005).

#### -Quiz # 2 (9/28)

### Meetings # 11, 12, 13 & 14 (9/28, 9/30, 10/5, 10/7). Chile: Early Democracy, Socialism, Harsh Military Authoritarianism, and Stable Democracy

- “Chile: Democracy in a Divided Polity,” pp. 299–324, Judith Teichman, in Katherine Isbester (ed.), *The Paradox of Democracy in Latin America* (2011)

#### - Quiz # 3 (10/7)

### Meeting # 15 (10/12). Mid-Term

### III. The Two Regional Powers

#### Meetings # 16, 17 & 18 (10/14, 10/19, 10/21). Brazil: Late Democracy, Military Electoral Authoritarianism, and Democracy with Flaws

- "Brazil: Development For Whom?", pp. 139-80, in Thomas Skidmore and Peter Smith, *Modern Latin America* (2005).
- "Do Brazil's Capabilities Match Its Global Ambitions?" Harold Trinkunas, *Americas Quarterly* Vol. 9, N° 1 (2015): 52-58.
- Quiz # 4 (10/26)

#### Meetings # 19, 20, 21 & 22 (10/26, 10/28, 11/2, 11/4). Mexico: Revolution, Civilian Electoral Authoritarianism, and Violent Democracy

- "Mexico: From Perfect Dictatorship to Imperfect Democracy," pp. 105-29, Judith Teichman, in Katherine Isbester (ed.), *The Paradox of Democracy in Latin America* (2011).
- "Mexico's Drug War," Brianna Lee, CFR Backgrounders, 2014; 5 pages.
- Quiz # 5 (11/9)

### IV. Socialism in the Caribbean

#### Meetings # 23, 24 & 25 (11/9, 11/11, 11/16). Cuba: Late Independence, Revolution and Cold War Socialism

- "Cuba since 1959," pp. 95-148, Jorge Dominguez, in Leslie Bethell (ed.), *Cuba: A Short History* (1993).
- "Cuba after Communism: The Economic Reforms That are Transforming the Island," Julia Sweig and Michael Bustamante, *Foreign Affairs* (2013): 101-14.
- "Can Cuba's Economic Reforms Succeed?" Carmelo Mesa-Lago, *Americas Quarterly* (2014): 85-90.
- "U.S.-Cuba Relations," Danielle Renwick and Brianna Lee, *CFR Backgrounders* (2015); 5 pages.

#### Meetings # 26, 27 & 29 (11/18, 11/23, 11/30). Venezuela: Stable Democracy, Electoral Upheaval, and Post-Cold War Socialism

- "Venezuela: Pacts, Populism, and Poverty," pp. 229-49, by Roberta Rice, in Katherine Isbester (ed.), *The Paradox of Democracy in Latin America* (2011).
- "Venezuela: Background and U.S. Relations," Mark Sullivan, 2015. Read only from page 8 (starting with the section on "The Post-Chávez Era, 2013-2014) to the end of page 19.
- Quiz # 6 (11/30)

Meeting # 28 (11/25). Thanksgiving Break: No Class

### V. Conclusions

Meeting # 30 (12/2).

\*\*\* Final Exam: Wednesday, December 9, 4:30-6:30 p.m. \*\*\*

## Academic Conduct and Support Systems

### *Academic Conduct*

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.

This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### *Support Systems*

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.