

INTL 4380: LATIN AMERICAN POLITICS

Spring 2021

Instructor: Neil S. Williams	Time: T TR 11:10 – 12:25 p.m. (CRN: 56450)
Email: snpwill@uga.edu	Place: Caldwell Hall, Room 107

Course Pages:

1. <http://www.neilswilliams.com/teaching.html>
2. <https://uga.view.usg.edu>

Student Hours: 1:00-3:00pm Wednesday over Zoom, or by appointment.

Required Texts:

- None

Objectives: This course is designed as an introduction to the politics of Latin America and the Caribbean. Given that Latin America is a diverse region, instead of learning about each country in isolation, topics such as racism, discrimination, social exclusion, and inequality will serve as lenses through which we comparatively examine the history, politics, and economics of the region. This course will also introduce students to the basics of social science research. Students should leave this course with greater familiarity in understanding and communicating social science research, as well as how to better analyze these issues on their own.

Course Structure:

Class will follow a face-to-face online remote hybrid option. This approach has been selected because it allows for interaction both in-person and online, as well as a complete day of remote learning per week where all students can meet with their fellow student colleagues over Zoom. This allows us greater opportunity to share thoughts and perspectives on the readings and global events with each other. To comply with social distancing standards for classrooms, not all students can come to each day of face-to-face class. Therefore, face-to-face classes will be accompanied with a live-feed (which will also be recorded) which can be accessed over Zoom. Given these pieces of information, the general schedule for a week will look like this:

- **Tuesday(face-to-face):** Students A-L can show up for class
- **Thursday (face-to-face):** Students M-Z can show up for class
- **Every other Thursday (remote):** All students meet online for class on Zoom

Note that the first Thursday (January 24) will be held online as a planning/introduction day.

Perusall: All readings and lecture slides will be available on [Perusall](#). Perusall is a cool e-reader which allows for collaborative annotation of readings and videos with both me and your peers. Assignment due dates and reminders are also included in Perusall to help you keep track of readings.

It is free to create an account. After you have done so, our course can be accessed by entering the code **WILLIAMS-2RFUT**.

Important Dates: Below are important test and due dates. Note that they, as well as everything else in the syllabus, may be changed as the semester continues. I will notify you in good time of any updates.

Midterm due Thursday March 11th, 2021
Project Proposal due Tuesday, March 16th, 2021
Annotated Bib. due . Tuesday, March 30th, 2021
Virtual Poster Session Thursday, April 29th,
 2021
Poster feedback due . Wednesday, May 5th, 2021
Poster response due Tuesday, May 11th, 2021 by
 11:59 P.M.

Grading

- **Participation (25%):** Attendance will not be taken and participation will be evaluated in multiple ways. Active participation implies paying attention in class (either online or in-person), engagement with the material and with your fellow student colleagues. **There will be no preference in grading given to live participation that comes from either in-person or remote sessions.** Please come prepared to class having read and willing to discuss the assigned material. Keep in mind these points as you read:

1. What is the author's main point or argument?
2. What evidence do they use to support their argument?
3. Is there contradicting evidence?
4. How does the author's argument relate to the other readings from the course?

Participation will also be evaluated by your comments, annotations, and responses to the readings, videos, and slides on Persuall.

- **Midterm: (25%)** The midterm exam will be delivered electronically and will cover content up until this point. Although this exam will be open-note and book, I **HIGHLY** recommend studying before-hand.
- **Final project: (50%)** The final project will encompass multiple parts over the course of the semester. The goal of this project is to research more deeply into a single topic related to Latin America in a particular context/contexts and examine its causes, effects, and specific details. Also, be creative and choose something that is of interest to you!
 - **Project proposal: (10%):** 1-2 page proposal of your project idea with description of your main points.
 - **Annotated Bibliography: (10%):** 5-7 of your main **ACADEMIC** sources that will be used in your project. Include brief descriptions of the source's theory, methodology, and application to your argument and paper.
 - **Virtual Poster: (40%):** create an academic poster will cover the main points of your research topic. The poster should cover the following information:

- * Introduction
- * Background
- * Theory and Expectations
- * Method
- * Results
- * Conclusion/Discussion

For examples of academic posters see [here](#). Academic posters can be created in Microsoft word, PowerPoint, or any other program. For a guide on how to create an academic poster with templates see [this page](#) or [this one](#).

Upload your poster to the *Posters* folder on Perusall for your respective group.

- **Poster feedback(15%)** Feedback to each of your group members. You should provide constructive criticism of your student colleagues research and provide concrete ways at least 3 ways their research could improve with details.
- **Poster response/reflection: (25%)** Describe possible alterations to your project based on the feedback you received, as well as potential problems and avenues for future improvement if you were to move forward with this research. More details on this will be provided later in the semester.

Grade Scale

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	73.00 - 76.99	C
87.00 - 89.99	B+	70.00 - 72.99	C-
83.00 - 86.99	B	60.00 - 69.99	D
80.00 - 82.99	B-	<= 59.99	F

Academic Honesty *The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the university community. A Culture of Honesty, UGA's academic honesty policy and procedures, was developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.*(From [UGA Academic Honesty Website](#))

Disability Resources: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>. Additionally, please contact me in good time and communicate any accommodations needed to participate in class and/or fulfill course requirements.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking [mental health services](#) or [crisis support](#).

- If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Technology: I permit laptops and other devices such as Kindles and iPads if they are being used for class-related purposes. If you are off-task (Facebook, Instagram, Myspace, Tik Tok, Neopets, Club Penguin, etc.) while on these devices, it will be deducted from your participation grade.

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

What do I do if I have Symptoms?:

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Tentative Course Outline:

Yellow indicates important information

Orange indicates Zoom-only class meeting

Week 1: Introduction

Thursday, January 14th, 2021

- Introductions
- Review Syllabus

Week 2: History and Legacies

Tuesday, January 19th, 2021

- *Readings*
 - Bodenheimer, Rebecca. “What is Latin America? Definition and list of countries.”
 - Mainwaring, Scott, and Aníbal Pérez-Liñán. 2013. “Lessons from Latin America: Democratic Breakdown and Survival.” *Journal of Democracy* 24(2): 123–137.

Thursday, January 21st, 2021

- *Readings*
 - “Disorder and Caudillismo.” *Encyclopædia Britannica*.
 - “Haitian Revolution.” *Encyclopædia Britannica*.
 - Legrás, Horacio. 2016. “Slavery in Latin America.” *The Encyclopedia of Postcolonial Studies*: 1–7.

Week 3: “Post-colonialism” in the Caribbean

Tuesday, January 26th, 2021

- *Readings*
 - Duncan, Natasha T., and Dwayne Woods. 2007. “What About Us? The Anglo-Caribbean Democratic Experience.” *Commonwealth & Comparative Politics* 45(2): 202–218.
 - The Economist. 2017. “Caribbean Sugar Is Close To A Sticky End.”
 - Clegg, Peter. 2015. “Shadows Cast Over Democracy in the Caribbean.”

Thursday, January 28th, 2021

- *Readings*
 - “A Short History of Slavery in the Caribbean.” *The Guardian* 2017.
 - Quinn, Kate. 2015. “Introduction: revisiting Westminster in the Caribbean.” *Commonwealth & Comparative Politics* 53(1): 1–7.
 - Landler, Mark, and Azam Ahmed. 2020. “‘The Time Has Come’: Barbados Casts Off the Queen as Head of State, and Others May Follow.” *The New York Times*.

Week 4: Constructions of Race and Identity***Tuesday, February 2nd, 2021***• *Readings*

- *The Economist*. 2017. “How the 19th-century flow of indentured workers shapes the Caribbean.”
- Ramcharitar, Raymond. 2020. “Ethnic Anxiety and Competing Citizenships in Trinidad and Tobago.” *Journal of Ethnic and Migration Studies*: 1–19.

Thursday, Friday 4th, 2021• *Readings*

- Mitchell-Walthour, Gladys, and William Darity Jr. 2014. “The Endogeneity of Race: Choosing Blackness in Salvador and São Paulo, Brazil.” *Latin American and Caribbean Ethnic Studies* 9(3): 318–348.
- “What it means to be Black in Brazil.” *Vox* 2020.

Week 5: Attitudes and Behavior***Tuesday, February 9th, 2021***• *Readings*

- Kay, Kristine, Gladys Mitchell-Walthour, and Ismail K. White. 2015. “Framing race and class in Brazil: Afro-Brazilian support for racial versus class policy.” *Politics, Groups, and Identities* 3(2): 222–238.

Thursday, February 11th, 2021• *Readings*

- Mitchell-Walthour, Gladys. 2018. “O ativismo digital da Justiça Social das Mulheres Afro-Brasileiras youtubers [Afro-Brazilian Women YouTubers’ Black Feminism in Digital Social Justice Activism].” *Interfaces* 18(3): 105–125.

Week 6: Discrimination***Tuesday, February 16th, 2021***• *Readings*

- Driscoll, Amanda, Gabriel Cepaluni, Feliciano de Sá Guimarães, and Paolo Spada. 2018. “Prejudice, Strategic Discrimination, and the Electoral Connection: Evidence from a Pair of Field Experiments in Brazil.” *American Journal of Political Science* 62(4): 781–795.

Thursday, February 18th, 2021• *Readings*

- Chang, Jason Oliver. 2019. “Comparative Orientalism in Latin American Revolutions: Antichinismo of Mexico and El Salvador.” *Latin American Research Review* 54(4).

Week 7: Building a Nation**Tuesday, February 23rd, 2021**

- *Readings*
 - Wajner, Daniel F., and Luis Roniger. 2019. “Transnational Identity Politics in the Americas: Reshaping ‘Nuestramérica’ as Chavismo’s Regional Legitimation Strategy.” *Latin American Research Review* 54(2).

Thursday, February 25th, 2021

- *Readings*
 - Cleary, Matthew R. 2020. “Subordinated Autonomy and the Political Inclusion of Women in Indigenous Mexico.” *Latin American Politics and Society* 62(3): 44–64.

Week 8: Subnational Government**Tuesday, March 2nd, 2021**

- *Readings*
 - Stoyan, Alissandra T., and Sara Niedzwiecki. 2018. “Decentralization and democratic participation: The effect of subnational self-rule on voting in Latin America and the Caribbean.” *Electoral Studies* 52: 26–35.
 - **OPTIONAL** Niedzwiecki, Sara, Sandra Chapman Osterkatz, Liesbet Hooghe, and Gary Marks. 2018. “The RAI travels to Latin America: Measuring regional authority under regime change.” *Regional & Federal Studies*: 1–26.

Thursday, March 4th, 2021

- *Readings*
 - Paredes, Maritza, and Tomáš Došek. 2020. “The Subnational Indigenous Quota in Peru: The Paradoxes of Political Representation.” *Latin American Politics and Society* 62(3): 123–148.
- *Distribute*
 - **Midterm exam becomes available.**

Week 9: Midterm and More**Tuesday, March 9th, 2021**

- *Readings*
 - Keohane, Robert O. 2009. “Political Science as a Vocation.” *PS: Political Science & Politics* 42(2): 359–363.
 - Hardt, Heidi, Amy Erica Smith, Hannah June Kim, and Philippe Meister. 2019. “The Gender Readings Gap in Political Science Graduate Training.” *The Journal of Politics* 81(4): 1528–1532.

Thursday, March 11th, 2021

- **MIDTERM EXAM DUE: NO CLASS**

Week 10: Quotas and Gender**Tuesday, March 16th, 2021**

- *Readings*
 - Franceschet, Susan, and Jennifer M. Piscopo. 2008. “Gender Quotas and Women’s Substantive Representation: Lessons from Argentina.” *Politics & Gender* 4(3): 393–425.
 - **Come with your project proposal to share!**

Thursday, March 18nd, 2021

- *Readings*
 - Boas, Taylor C., and Amy Erica Smith. 2019. “Looks like me, thinks like me: Descriptive representation and opinion congruence in Brazil.” *Latin American Research Review* 54(2).

Week 11: Economic Policies**Tuesday, March 23rd, 2021**

- *Readings*
 - “Import Substitution.” *Encyclopædia Britannica*.
 - Pacheco, Pablo. 2006. “Agricultural Expansion and Deforestation in Lowland Bolivia: The Import Substitution Versus the Structural Adjustment Model.” *Land Use Policy* 23(3): 205–225.

Thursday, March 25th, 2021

- *Readings*
 - González, Lucas. 2016. “Presidential Popularity and the Politics of Distributing Federal Funds in Argentina.” *Publius* 46(2): 199–223.

Week 12: The Left, Inequality, and Social Assistance**Tuesday, March 30th, 2021**

- *Readings*
 - “The end of an era for the Latin American left? - UpFront.” 2017.
 - “Bolivia, the Evo Morales Years.” 2019.
 - **Annotated bibliography due**

Thursday, April 1st, 2021

- *Readings*
 - Pereira, Anthony W. 2015. “Bolsa Família and democracy in Brazil.” *Third World Quarterly* 36(9): 1682–1699.

Week 13: Pink Left + Right***Tuesday, April 6th, 2021***

- *Readings*
 - “Thousands cheer Brazil’s former President Lula da Silva — DW News.” 2019.
 - “How Jair Bolsonaro brought the far-right to power in Brazil.” 2018.

Thursday, April 8th, 2021

- *Readings*
 - Goldstein, Ariel Alejandro. 2019. “The New Far-Right in Brazil and the Construction of a Right-Wing Order.” *Latin American Perspectives* 46(4): 245–262.

Week 14: Legacies of Violence***Tuesday, April 13th, 2021***

- *Readings*
 - “Operation Condor: A Latin American alliance that led to disappearances and death.” 2015.

Thursday, April 15th, 2021

- *Readings*
 - “Colombia: The long road to peace after the civil war — DW Documentary.” 2019.

Week 15: LGBTQ and Human Rights***Tuesday, April 20th, 2021***

- *Readings*
 - Corrales, Javier. 2015. “The Politics of LGBT Rights in Latin America and the Caribbean: Research Agendas.” *European Review of Latin American and Caribbean Studies* (100): 53–62.

Thursday, April 22nd, 2021

- *Readings*
 - Beck, Eduard J. et al. 2017. “Attitudes towards homosexuals in seven Caribbean countries: implications for an effective HIV response.” *AIDS Care* 29(12): 1557–1566.
 - **OPTIONAL** Human Rights Watch. 2018. “I Have to Leave to Be Me.” Human Rights Watch.

Week 16: Democratic Futures***Tuesday, April 27th, 2021***

- *Readings*
 - Baviskar, Siddhartha, and Mary Fran T. Malone. 2004. “What democracy means to citizens—and why it matters.” *European Review of Latin American and Caribbean Studies*: 3–23.

Thursday, April 29th, 2021

- *Readings*
 - Virtual Poster session
 - Final class wrap-up and reflection
 - **Remember: Poster feedback due Wednesday, May 5th, 2021 by 11:59 P.M**
 - **Remember: Final poster response due Tuesday, May 11th, 2021 by 11:59 P.M.**