

SEMINAR IN LATIN AMERICAN POLITICS

LTAM 6100-A90, R, 6:30pm - 9:15pm. Online until Sep. 29; CATO 201 afterwards.

August 16, 2022

Professor Fred Batista

(Pronouns: He/Him/His)

Email: fbatist1@uncc.edu; Office Phone: (704) 687-7487

Office: Fretwell 435M

Office Hours: by appointment.

This syllabus is intended to give the student guidance in what may be covered during the semester. However, the policies, assignments and readings contained in this syllabus are subject to change with advance notice.

1 Course Description

This seminar consists of an overview of some of the most important contemporary topics in Latin American politics. The seminar takes on a political science approach by examining the relevant theories and cases by topic, while also taking advantage of historical and developmental perspectives. The weekly sessions will be held in seminar style, where each student will be previously selected to lead the discussion, while the others will be expected to actively participate in it. By the end of the semester you will: (1) understand the conceptual and theoretical foundations in the study of some of the most important topics in contemporary Latin American politics; (2) be familiarized with some of the most prominent cases in each topic; (3) understand the broader implications of topics/cases for the study of politics more generally.

2 Course Material

The course will rely on book chapters, articles, and online podcasts. All of the material will be provided to the students through Canvas.

3 Evaluation

10 Methods Quizzes and Exercises	20%
3 Reaction Papers	15%
Leading Class Discussions	15%
Class Participation	10%
Paper:	
- Paper Project	5%
- Paper Bibliography	5%
- Paper Intro and Structure	5%
- Draft	5%
- Final Paper	20%

3.1 Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

3.2 Methods Quizzes and Exercises

Between weeks 4 and 14, you will receive weekly quizzes/exercises related to policy-relevant data and statistics for each topic. Those exercises **will not** require a strong background in statistics or econometrics. The main goal of the quizzes/exercises is to provide the students some exposure and understanding of data sources and statistics on Latin American politics and society. The quizzes on each topic will be due on Canvas before the following class.

3.3 Reaction Papers

Short reaction papers are due by midnight on Wednesdays before class, starting September 15. You are expected to submit three short reaction papers between weeks 4 and 14 (for the week of your choice). You are not allowed to submit a reaction paper in the same week when you will be leading the discussion. For each reaction paper, you will choose one of the papers/book chapters assigned for the *next session*, and focus your reaction paper on that piece. Each paper should be no longer than 2 pages, double-spaced, using Times New Roman 12-point font and 1-inch margins. In two-three paragraphs, you are expected to a) synthesize (i.e., weave together relevant comments on the texts, but do not ever simply summarize); b) critique (carefully identify strengths and weaknesses in the paper/chapter), and; c) point to possible new angles/directions or changes in the piece you read.

3.4 Leading Class Discussion

Each student is expected to lead one seminar session during the semester. As leader of a class discussion, you will be expected to: 1) provide an overview of the readings for that week (most

relevant questions, theories, and findings); 2) offer a critical assessment of some of the readings, and; 3) present questions/topics for discussion. The assignments of leaders to each of the sessions will be made in the first meeting of the semester.

3.5 Class Participation

Students are expected to read the papers prior to class and be prepared to discuss them. The class will follow a seminar format in which class participation is not only encouraged but also required.

3.6 Research Paper

Each student is expected to submit an original research paper on a topic related to the course content. The paper may take one of three forms: 1) an extensive review and critical assessment of literature pertaining to a selected subject; 2) a research proposal in which the author identifies a research question, places that within the context of existing literature, derives an hypothesis(es), and proposes a research design; or, 3) a complete research paper on a topic relevant to the course. The paper is due on December 15 (from 5:00pm to 7:30pm) and should be submitted as a Canvas assignment. The paper must have double-spaced, Times New Roman 12-point font, 1-inch margins, page numbers, title page, complete references. The suggested length is 15-20 pages. You are both encouraged and expected to come talk to me about your research paper during the course of the semester.

Before the final submissions, students will be expected to submit a project for the paper (week 6), an initial list of bibliographical references for the paper (week 8), and a draft of the paper (week 14).

4 Administrative Policies

4.1 Course Website and Email

The course website can be accessed through Canvas. Please check this site regularly for readings, assignments, and other updates. Announcements may be sent out via email or posted directly on Canvas. You are responsible for all information disseminated via Canvas and/or email. If you send me an email on a weekday, I will respond to you that same day. If you send me an email on a weekend or holiday, I will respond to you the following business day.

4.2 Class Attendance/Participation

Students are expected to read the papers prior to class and be prepared to discuss them. The class will follow a seminar format in which class participation is not only encouraged but also required. Needless to say that no attendance means no participation.

Students are expected to attend every class and remain in class for the duration of the session when it is safe to do so in accordance with university guidance regarding COVID-19. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a students obligation, as is a responsibility for all the

work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points. Students are encouraged to work directly with their instructors regarding their absence(s). For absences related to COVID-19, please adhere to the following:

- **Complete your Niner Health Check each morning.**
- **Do not come to class if you are sick.** Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.
- **If you are sick:** If you test positive or are evaluated by a healthcare provider for symptoms of COVID-19, indicate so on your Niner Health Check to alert the University. Submit a copy of your Niner Health Check notification email to your instructors. Upon learning that you have tested positive or have been diagnosed for symptoms of COVID-19, either from your reporting or from Student health Center testing or diagnosis, representatives from Emergency Management and/or the Student Health Center will follow up with you, and your instructors will be notified of the need for accommodations, as necessary.
- **If you have been exposed** to COVID-19 positive individuals and/or have been notified to self-quarantine due to exposure, indicate so on your Niner Health Check to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary. Submit a copy of your Niner Health Check notification email to your instructors. If you need any additional support verifying your absence after you have communicated with your professors, contact Student Assistance and Support Services.

To return to class after being absent due to a period of **self-quarantine**, students should submit a copy of their Niner Health Check clearance email to their instructor(s). To return to class after being absent due to a COVID-19 **diagnosis**, students should submit an online request form to Student Assistance and Support Services (SASS). Supporting documentation can be attached directly to the request form and should be from a student's health care provider or the Student Health Center, clearly indicating the dates of absences and the date the student is able to return to class. Instructors will be notified of such absences.

If you are absent from class as a result of a COVID-19 diagnosis or quarantine, as instructor I will work with you to help you continue to make progress in the course. The final decision for approval of all absences and missed work is determined by the instructor.

4.3 Absences and Late Work

Missed deadlines will only be rescheduled if you have received prior approval of your absence and you have documentation explaining why you cannot be in class that day. Makeups for assignments will only be granted if you provide documentation explaining why you could not be in class, or under extraordinary circumstances. I reserve the right to determine what constitutes an extraordinary circumstance.

4.4 Academic Integrity

Each student in this course is expected to abide by the UNC Charlotte Code of Student Academic Integrity. In short, this means that cheating and plagiarism will not be tolerated. Students violating the Academic Honesty Policy in this course will receive a minimum penalty of a grade of zero for the assignment or test in question and may receive an F in the course and referral to Judicial Services.

4.5 Students with Disabilities

UNC Charlotte is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Students with disabilities who anticipate needing an academic accommodation in this course should provide me with the proper documentation from the Disability Services Center within the first week of class.

4.6 Diversity

The University of North Carolina at Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, or disability. In keeping with this commitment, UNC Charlotte actively seeks to promote diversity in its educational environment through its recruitment, enrollment, and hiring practices.

4.7 Courtesy in Classroom

Attention to classroom courtesy is necessary to ensure that all students have the opportunity to learn without distraction. As such, cell phones should be turned off or silenced during class and put away. Do not talk on your cell phone or text message during class. You are permitted to use laptops during class, but I reserve the right to ask you to put your laptop away if you are using it for purposes unaffiliated with my course. Please be on time to class and remain in class until you are dismissed. Being late to class is a sign of disrespect towards the instructor and your fellow students. Please refrain from talking during lectures, as well as when other students are speaking. Similarly, please respect the opinions of your fellow students, even if you are in disagreement with them. Repeated disruption of class may lead to your being asked to leave the classroom and/or a reduction of your final grade.

4.8 COVID-19 Policies

It is the current policy of UNC Charlotte that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the 49er community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings in all indoor spaces on campus, including classrooms and labs, **regardless of vaccination status**. Failure to comply with this policy in the classroom or lab may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Office of Student Conduct and Academic Integrity for charges under the Code of Student Responsibility.

4.9 Title IX Reporting Policy

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more. Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I am expected to report the information to the Title IX Coordinator. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); or (2) Student Health Center (studenthealth.uncc.edu, 7-7400). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

4.10 FERPA Notification

In establishing University Policy 402, Student Education Records, UNC Charlotte adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, also known as FERPA, a federal law that affords students the following rights with respect to their education records. For details, see the FERPA Annual Notification posted on the Office of Legal Affairs website. All questions concerning this FERPA Annual Notification may be directed to the attention of the Office of the Registrar.

4.11 Food Insecurity Statement

Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on-campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

5 Course Schedule

This schedule is a guide for the course and is subject to change at my discretion with appropriate notice. Please read or listen to the assigned readings or podcasts before the session for which they are listed below.

Week 1

August 25, 2022: **INTRODUCTORY SESSION**

No Readings

Week 2

September 1, 2022: **OVERVIEW OF LATIN AMERICAN POLITICS**

Readings:

- Wiarda, Howard J., and Harvey F. Kline, eds. *Latin American Politics and Development*. Westview Press, 2013. (Chapters 1, 2, 5, and 7)

Week 3

September 8, 2022: **RESEARCH METHODS IN POLITICAL ANALYSIS**

Readings:

- Lawrence Neuman, W. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Essex: Pearson Education. (Chapters 2 and 3)
- Wood, Charles H., et al. "Crime victimization in Latin America and intentions to migrate to the United States." *International Migration Review* 44.1 (2010): 3-24.

Week 4

September 15, 2022: **LATIN AMERICAN POLITICAL ECONOMY**

Readings:

- Harrison, Lawrence E. *Underdevelopment is a State of Mind: The Latin American case*. Madison Books, 2000. (Chapter 1)
- Mahoney, James. "Long-Run Development and the Legacy of Colonialism in Spanish America." *American Journal of Sociology* 109.1 (2003): 50- 106.
- Hirschman, Albert. "The Political Economy of Latin American Development: Seven Exercises in Retrospection." *Latin American Research Review*, 22.3 (1987): 7-36.

Week 5

September 29, 2022: **POPULISM**

Due before class: Methods Quizz/Exercise 1.

Readings:

- Weyland, Kurt. "Clarifying a contested concept: Populism in the study of Latin American politics" *Comparative Politics* (2001): 1-22.
- Conniff, Michael L. *Populism in Latin America*. The University of Alabama Press, 2012. (Introduction)
- Waisbord, Silvio, and Adriana Amado. "Populist communication by digital means: presidential Twitter in Latin America." *Information, Communication & Society* 20.9 (2017): 1330-1346.

Week 6

October 6, 2022: **CLIENTELISM AND VOTE BUYING**

Due before class: Methods Quizz/Exercise 2.

Readings:

- Stokes, Susan. "Political Clientelism." *The Oxford Handbook of Comparative Politics*.
- Brusco, Valeria, Marcelo Nazareno, and Susan Carol Stokes. "Vote buying in Argentina" *Latin American Research Review* 39.2 (2004): 66-88.
- Helmke, Gretchen, and Steven Levitsky. *Informal institutions and democracy: Lessons from Latin America*. JHU Press, 2006. (Chapter 5)

Due: Paper Project.

Week 7

October 13, 2022:: **CORRUPTION**

Due before class: Methods Quizz/Exercise 3.

Readings:

- Casas-Zamora, Kevin, and Daniel Zovatto. *The cost of democracy: Campaign finance regulation in Latin America*. Latin American Initiative, Foreign Policy at Brookings, 2015.
- Reyes-Housholder, Catherine. "A theory of genders role on presidential approval ratings in corrupt times." *Political Research Quarterly* 73.3 (2020): 540-555.
- Corbacho, Ana, Daniel W. Gingerich, Virginia Oliveros, and Mauricio Ruiz-Vega. "Corruption as a Self-Fulfilling Prophecy: Evidence from a Survey Experiment in Costa Rica." *American Journal of Political Science* 60.4 (2016): 1077-1092.

Week 8

October 20, 2022: **MASS COMMUNICATION**

Due before class: Methods Quizz/Exercise 4.

Readings:

- Orozco, Guillermo, and Toby Miller. "Television in Latin America is everywhere: Not dead, not dying, but converging and thriving." *Media and Communication* 4.3 (2016): 99-108.
- Batista Pereira, Frederico, and Felipe Nunes. "Media Choice and the Polarization of Public Opinion About Covid-19 in Brazil." *Revista Latinoamericana de Opinión Pública*: 1-19.
- Valenzuela, Sebastin, et al. "The paradox of participation versus misinformation: Social media, political engagement, and the spread of misinformation." *Digital Journalism* 7.6 (2019): 802-823.

Due: Paper Bibliography.

Week 9

October 27, 2022: **IMPEACHMENTS**

Due before class: Methods Quizz/Exercise 5.

Readings:

- Linz, Juan J. "The Perils of Presidentialism." *Journal of Democracy* 1.1 (1990): 51-69.
- Pérez-Liñán, Aníbal. *Presidential Impeachment and the New Political Instability in Latin America*. Cambridge University Press, 2007. (Chapters 1 and 2)
- Smith, Amy E. "Is the impeachment trial of Brazils Dilma Rouseff a coup?" in: *The Monkey Cage* (The Washington Post): (<https://www.washingtonpost.com/news/monkey-cage/wp/2016/04/20/is-the-impeachment-trial-of-brazils-dilma-rousseff-a-coup/>)

Week 10

November 3, 2022: **PROTESTS AND POLITICAL PARTICIPATION**

Due before class: Methods Quizz/Exercise 6.

Readings:

- Machado, Fabiana, Carlos Scartascini, and Mariano Tommasi. "Political institutions and street protests in Latin America" *Journal of Conflict Resolution* (2011): 0022002711400864.
- Arce, Moisés, and Paul T. Bellinger. "Low-intensity democracy revisited: The effects of economic liberalization on political activity in Latin America." *World Politics* 60.01 (2007): 97-121.

Week 11

November 10, 2022: **VIOLENCE AND CRIME**

Due before class: Methods Quiz/Exercise 7.

Readings:

- Soares, Rodrigo R., and Joana Naritomi. "Understanding high crime rates in Latin America: The role of social and policy factors." *The economics of crime: lessons for and from Latin America*. University of Chicago Press, 2010. 19-55.
- Bateson, Regina. "Crime victimization and political participation." *American Political Science Review* 106.03 (2012): 570-587.
- Moncada, Eduardo. "Business and the politics of urban violence in Colombia." *Studies in Comparative International Development* 48.3 (2013): 308-330.

Due: Paper Intro and Structure.

Week 12

November 17, 2022: **RELIGION AND POLITICS**

Due before class: Methods Quiz/Exercise 8.

Readings:

- Levine, Daniel H. *Politics, Religion, and Society in Latin America*. Lynne Rienner, 2012. (Chapters 1 and 4)
- Trejo, Guillermo. "Religious competition and ethnic mobilization in Latin America: why the Catholic Church promotes indigenous movements in Mexico." *American Political Science Review* 103.03 (2009): 323-342.

Week 13

November 24, 2021: NO CLASS: THANKSGIVING

Week 14

December 1, 2022: **REPRESENTATION OF WOMEN AND MINORITIES**

Due before class: Methods Quiz/Exercise 9.

Readings:

- Htun, Mala, and Jennifer Piscopo. "Women in politics and policy in Latin America and the Caribbean" Conflict Prevention and Peace Forum CPPF Working Papers on Women in Politics. No. 2. 2014.
- Janusz, Andrew. "Race and Resources in Brazilian Mayoral Elections." *Political Research Quarterly* (2021): 10659129211032279.

Due before class: Paper Draft

December 15: FINAL PAPER DUE ON CANVAS, From 5:00pm to 7:30pm