P0318: The Reality of Democracy in Latin America

Wilfrid Laurier University
Winter 2017

Instructor: Prof. Carla Angulo-Pasel
Email: cangulopasel@wlu.ca
Lecture Time: MW, 5:30pm to 6:50pm
Classroom: Arts 2C15
Office Hours: Mondays 4:00-5:00pm (or by appointment)
Office: DAWB 4-127

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form have it checked for plagiarism.

Students with disabilities or in need of accommodations are encouraged to contact Laurier's Accessible Learning Office (https://accessiblelearning.wlu.ca/) for information regarding its services and resources.

Additional information on Foot Patrol and Counselling Services can be found on the last page out this outline.

COURSE DESCRIPTION
This course examines the challenges of building a democracy in a region where political, economic and social legacies of the colonial period and the 19th century continue to have their effect. It explores how highly inequitable social structures and patterns of economic growth have provoked acute and violent conflicts in the past, and continue to do so today.
Specifically, this course will delve into the broad difficulties of economic development, democratization and security affecting the Latin American region.

**COURSE OBJECTIVES**

By the end of the course students should:

1. Develop an understanding and a knowledge base of Latin American politics by exploring not only current themes, but also delving into the historical evolution of such themes and evaluate how they are connected
2. Be able to examine the governance challenges faced by Latin America and recognize the political institutions and processes that may play a role in these challenges
3. Establish a deeper, more detailed awareness of core obstacles affecting selected countries through case study analysis
4. Through essays, tests, presentations and oral participation, develop and strengthen analytical and critical thinking skills
5. Learn how to synthesize and engage with core concepts found in scholarly literature in addition to class readings

**REQUIRED TEXTS**


**COURSE ASSESSMENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>January 30, 2017</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>February 15, 2017</td>
<td>25%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>April 3, 2017</td>
<td>35%</td>
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</tbody>
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Book Review
In this assignment the student will be responsible for a book review of Rosenberg’s “Children of Cain”. The student will be required to analyze the book, not merely summarizing the work that has been read. The goal is to critically assess the book; to identify the key arguments of the book and how the author supports these arguments. Specifically, what does the book tell us about the process of democratization in these particular countries?

Length: 5-6 pages (1,250 – 1,500 words) double-spaced, 12pt. font, standard margins

This assignment is due on Monday, January 30, 2017
Submit a hard copy to me in class
Submit an e-copy to the MYLS dropbox
Detailed information about evaluation, including a marking rubric will be available on MYLS.

Mid-term Exam
This is an in-class mid-term exam, which will be written on February 15, 2017. The exam covers material from lectures, readings and discussion (Weeks 2-7). The format of the exam will be discussed in class.

Final Research Paper
This final essay will be approximately 10-12 pages (2,500-3,000 words; bibliography not included), double-spaced, 12pt. font, standard margins. Students will choose one country from the Latin American region as a case study and address the following question:

- What have been the main obstacles and challenges to the process of democratization?

Students are welcome to use readings from the class, but will also consult at least 8 additional scholarly sources (books, book chapters, journal articles) and include them in the bibliography.
This essay should be well-constructed with an introduction (including your thesis statement), a body to develop your central argument(s), and a conclusion. It should also include proper citations and bibliography (Chicago Manual of Style).

This assignment is due on April 3, 2017.
Submit a hard copy to me in class
Submit an e-copy to the MYLS dropbox
Detailed information about evaluation, including a marking rubric will be available on MYLS.

Participation
Students are expected to participate in class discussions. A student’s participation grade will be evaluated based on active attendance and meaningful participation. Every week, the class will be asked to read a current affairs reading, which together with the readings and lectures for that week will form our themes for discussion. Wednesday classes will be reserved for group discussion. Meaningful participation includes:

- Coming to class having completed readings. Participating in group work and discussions. Simply attending does not earn you marks
- Willingness to share opinions/ideas including what you may not know.
- Communication skills: Ability to summarize and critically assess ideas/themes from the lectures and readings; ability to express complicated ideas in a comprehensible manner

COURSE POLICIES

Academic Misconduct and the Need for Academic Integrity
Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism Academic Dishonesty as well as the associated penalties which can be severe.

Plagiarism: According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person passing them off as your own (adapted from the Oxford English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found online. Should you have any questions about these issues please feel free to discuss them with me. Collaboration: all of the work produced by students needs to be the product of
their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original individual ideas be written independently. I reserve the right to submit all written assignments through Turnitin.com.

Submission

Written work should be in a scholarly fashion. Special attention should be paid to using proper spelling and grammar. Paper copies of assignments should be submitted to me in person, during class time.

Late penalties

Late assignments will be penalized 5 percent per day (including weekends) to a maximum of 5 days, after which they will not be accepted and a grade of zero (0) will be recorded, unless there is full documentation demonstrating that a student has been incapacitated due to illness or accident. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. Tests will be written on the scheduled day in class (unless registered with the Accessible Learning Centre).

Communication

Please contact me if you have questions/concerns pertaining to the course. Please do not wait to talk to me if you are having any difficulties or concerns. I am available during my office hours or by appointment via email.

- If you have missed a lecture, it is your responsibility to catch up on any missed material. Please do not email me and ask if you have missed anything important as you will not receive a reply.
- All students are expected to have an active WLU email account and to be signed up for My Learning Space (MYLS). We will actively use My Learning Space in the course and I
will post any additional course material, assignment notes and current related news and discussion items and any last minute class announcements.

**Email Policy:** I will do my best to respond to emails within 48 hours of receiving them, excluding weekends.

**Accommodations**

Accommodations, including for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances - it is expected that I be notified in advance. Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact accessible learning to discuss your situation.

**University Resources**

The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

**LECTURE OUTLINE and REQUIRED READINGS**

**Lectures**

Lectures are an important part of this course. Many concepts and ideas introduced in the lecture are not necessarily found in the course readings. In order to succeed in the course students must attend lectures regularly. If you miss a lecture, ask a reliable colleague to provide you with course notes.

**Required Readings**

It is important that students read and think critically about the course readings. These readings have been selected to supplement lectures and provide the basis for the discussion held in class. In addition to the readings, students are encouraged to keep up-to-date on current affairs pertaining to Latin American issues. Required readings, along with lectures, will form the basis of tests and assignments.
Weekly Schedule:

Week 1: Introduction (Jan. 4)
  • No readings

Week 2: Latin American and Colonialism (Jan. 9 & 11)
  • Textbook Chap. 1 - “Why Latin America?”
  • Textbook Chap. 2 - “The Colonial Foundations”
  • Current Affairs piece

Week 3: Political Transformations: A Turn Toward Democracy? (Jan. 16 & 18)
  • Textbook Chap. 13 – “Dynamics of Political Transformation”
  • Current Affairs piece

Week 4: Economic (Under)Development (Jan. 23 & 25)
  • Textbook Chap. 12 – “Strategies for Economic Development”
  • Current Affairs piece

Week 5: Violence and (In)Security I (Jan. 30 & Feb. 1)
  • Current Affairs piece

Week 6: Violence and (In)Security II (Feb. 6 & 8)
  • Current Affairs piece
Week 7: Latin America in the World Arena (Feb. 13 & 15)

- Textbook Chap. 16 – “Latin America in the World Arena, 1990s-Present”
- MID-TERM – WEDNESDAY, FEBRUARY 15

FAMILY DAY AND READING WEEK – Feb. 20-24 – (No classes Feb. 20 & 22)

CASE STUDIES

Week 8: Mexico I (Feb. 27 & Mar. 1)

- Textbook Chap. 3 – “Mexico: The Taming of a Revolution”
- Current Affairs piece

Week 9: Mexico II (Mar. 6 & 8)

- Current Affairs piece

Week 10: Colombia I (Mar. 13 & 15)

- Textbook Chap. 7 – “Colombia: Civility and Violence”
- Current Affairs piece

Week 11: Colombia II (Mar. 20 & 22)


• Current Affairs piece

**Week 12: Venezuela** (Mar. 27 & 28)

• Textbook Chap. 8 – “Venezuela: The Perils of Prosperity”

• Reading: TBA

• NO CLASS March 28

**Week 13: Final Research Paper Due** (Apr. 3)

**On behalf of WLUSU** (wlusu.com)

**Foot Patrol Walk Home Service:**

1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.

**Counselling Services and Peer Help Line:**

1.886.281.PEER x7337

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.