

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>2/26/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Honors College College Honors College	
Current Course Prefix and Number CP0 4303	Current Course Title Honors Latin American Politics	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input checked="" type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>	Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Fall 2024	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Timothy Steigenga/tsteigen@fau.edu/5617998610		
Approved by Department Chair <u>Miguel Ángel Vázquez</u> College Curriculum Chair <u>Rachel Carr</u> College Dean <u>Julie Em</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date _____ <u>2/9/24</u> <u>1/31/24</u> <u>2/9/24</u> <u>2/26/24</u> <u>2/26/24</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

CPO 4303: Honors Latin American Politics
Spring 2025 (3 credits)
[Proposal to remove WAC designation]

Dr. Tim Steigenga
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T –R 11:00 – 12:20

Office Hours: T-R 9:00a.m. – 11:00 a.m. and by appointment

I. Course Description: This course provides students with an introduction to the comparative study of politics and society in Latin America addressing issues of democracy, military politics, and revolution and their relation to political development. This course fulfills requirements for the Political Science, International Studies, and Latin American Studies concentrations of the Wilkes Honors College and may be used for credit in the Latin American certificate program. The course also fulfills the Group B section of the Global Citizenship requirement of the Honors College Core.

II. Course Content and Objectives

I have constructed the course with the following goals for students:

1. To understand the intellectual and cultural assumptions that have historically characterized the study of democracy and development in the region. You should come out of this course with a better understanding of the similarities and differences between various Latin American countries, their political systems, and the variables that impact different political outcomes.
2. To gain the ability to analyze current events in Latin America in terms of a coherent political and historical framework.
3. To recognize the factors that inhibit or promote the growth of democracy in Latin America.
4. To understand primary perspectives on the goals, methods of pursuing, and outcomes of economic and political development in the region.
5. To critically engage with current political issues in the region and the policies through which those issues are addressed.

As implied, "democracy" and "development" are the central themes around which we will explore a variety of issues and questions. We will attempt to provide definitions for each of these concepts and weigh the merits of different paths to each of them. In the process we will examine the social, cultural, economic, and political elements that help shape various political and economic outcomes in specific countries and in the region in general. The course will be broken down into two sections. The first section will be theoretical, dealing with definitions and theories of democracy and development. The second part of the course will focus on case studies in South America and Central America, as well as Mexico and Cuba with an emphasis on democratic breakdown, revolutionary responses, transitions, and pseudo democracies. Special attention will also be given to the role of the military, indigenous movements, religious movements, and civil society.

This course will be taught in-person and there is no remote option for the course. One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter. Students are encouraged to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

NOTE ON HONORS DISTINCTION: This Honors course differs from a non-Honors course in the work and intellectual demands it places on students. Students are expected to think critically about the debates within the field, actively participate in class discussions, and engage with the readings through regular written responses to review questions.

II. Required Readings

Modern Latin America, Thomas E. Skidmore and Peter H. Smith, 8th Edition.

All other required readings are posted on Canvas in PDF format or linked on the electronic version of the syllabus.

III. Course Requirements and Policies

Classes will consist of lectures and discussion, with occasional films or guest speakers. You should complete all readings before the date for which they are assigned and be ready to discuss the material. Any late work will be marked down one full grade for each day late.

Review Questions: Review questions related to the readings and material we cover each week will be posted in Canvas. You are expected to address these questions as you do your readings and upload the answers in Canvas as a Microsoft Word document (normal margins, single spaced) of 300-500 words by 11:00 a.m. on the day they are due. You may not hand in your responses after class has started. The goal of the questions is to ensure that you engage with the readings and practice your writing skills. Answers will be graded primarily for content (engagement with the readings) so be sure to include page numbers/references to the readings in your answers.

Policy on the use of AI and Plagiarism: Per Honors College policy passed by the faculty assembly, students are not permitted to use AI (such as ChatGPT, PaLM2, Grammarly-Go, etc.) in working on a graded assignment for a class unless explicitly permitted to do so by the instructor of that class. You do not have such permission in this class. Plagiarism is the use of someone else's ideas or texts without giving them credit. The use of AI or someone else's work in your review

questions will be considered plagiarism and treated accordingly (see academic integrity policy below).

Attendance and Participation: Students are expected to attend class and participate in class discussion. I will keep an attendance record. My rule of thumb for grading participation is that everyone starts with a B- for showing up to class. If you participate, the grade goes up from there. If you miss classes, the grade goes down from there. If you have difficulty speaking in class, feel free to email me with your questions or comments and you will receive credit toward your class participation grade.

Canvas and Communication: I will post some required readings in Canvas and will use Canvas to communicate important information to you. It is your responsibility to check the Canvas page for this course on a regular basis.

Course Evaluation Method and Exams: There will be two midterms and a take-home final exam for this course.

Your grade will be based on the following:

Class participation	10%
Midterm #1	25%
Midterm #2	25%
Final Exam	20%
Review Questions	20%

I will use the following system for translating number grades into letters:

93-100 =A 87-89 = B+ 80-82 = B- 73-76 =C 67-69 =D+ 60-62 =D-
90-92 =A- 83-86 =B 77-79 = C+ 70-72 =C- 63-66 =D Below 60 =F

Exam and Assignment Policy: You must notify your professor at least 24 hours in advance if you cannot take the exam or participate in a class assignment. Unexcused absences from an exam or assignment will result in a grade of "zero" for the exam or assignment. Absence due to illness, death in the family, court appearance, etc. will only be excused upon valid documentation, provided the absences are not excessive. Students will not be penalized for absences due to participation in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. Exams will consist of essay questions and some short answer questions.

Academic Integrity Policy: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. Any form of academic dishonesty will result in a failing grade for the entire course. For more information, please refer to Wilkes Honors College Academic Honor Code at <http://www.fau.edu/honors/academics/honor-code.php>.

Classroom Etiquette Policy: In order to enhance and maintain a productive atmosphere for education, cell phones are to be silenced in class sessions.

Policy on Accommodations: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations to properly execute coursework must register with Student Accessibility Services (SAS) -- in Boca Raton, SU 131 (561-297-3880); in Davie, LA 131 (954-236-1222); in Jupiter and all Northern Campuses, SR 111F (561-799-8585) – and follow all SAS procedures. For more information, please visit the SAS website at www.fau.edu/sas.

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Policy on Recording Lectures: Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

University Approved Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

IV. Meetings, Topics, and Readings

- 1/7 **Course Introduction and Logistics**
 Skidmore & Smith Chapter 1 “Why Latin America”
- 1/9 **The Colonial Legacy**
 Skidmore & Smith Chapter 2 “The Colonial Foundations” and pp. 431-444.
<https://www.youtube.com/watch?v=ZBw35Ze3bg8>
- 1/14 **Economic Cycles in Latin American History**
 Skidmore & Smith pp. 341-357, 457-459.
- 1/16 **Latin American Political Game: Players, Institutions, and Processes**
 Hellinger, Chapter 2 (PDF)
- 1/21 **Democracy in Latin America: Definitions and Realities**
 Dahl, Robert, Polyarchy (New Haven: Yale University Press): 1971: 1-32
 (PDF)
 Skidmore and Smith, pp. 370-383.
 Hellinger, pp. 17-38 (PDF)
- 1/23 **Explaining Development and Underdevelopment**
 Modernization Theories
 Rostow, W. W. *Politics and the Stages of Growth* (Cambridge: Cambridge
 University Press) 1971: 5-16. (HTML)
- 1/28 Samuel P. Huntington, *Political Order in Changing Societies* 1968, pp. 1-
 71. 78-92 (PDF).
 Hellinger pp. 119-126. (PDF)
- 1/30 **Cultural Theory and Dependency Theory**
 Hellinger pp. 127-139. (PDF)
 Wiarda, Howard J. Social Change, Political Development, and the Latin
 American Tradition” in *The Promise of Latin American Development* Peter
 Klaren and Thomas Bossert eds. (Boulder: Westview) 1986: 197-218.
 (PDF)
 Hellinger, pp. 39-42. (PDF)
- 2/4 Gunder Frank, Andre, “The Development of Underdevelopment” in *The*
 Promise of Latin American Development Peter Klaren and Thomas Bossert
 eds. (Boulder: Westview) 1986: 111-123. (PDF).
 Yashar, Deborah. 2015. “Does Race Matter in Latin America?: How Racial
 and Ethnic Identities Shape the Region's Politics”. *Foreign Affairs*.
 94(2):33-40.
- 2/6 **Populism, Bureaucratic-Authoritarianism, and the Role of the Military**

Fitch, Samuel J. "Armies and Politics in Latin America: 1975-1985" in Abraham Lowenthal and Samuel J. Fitch eds. *Armies and Politics in Latin America* (New York: Holmes and Meier) 1986: 26-45 (PDF).
Hellinger, Chapter 6 (PDF).

2/10 **Midterm # 1**

2/11 **Democratic Breakdowns, Neoliberalism, and Economic Reforms:**

Chile: Democratic Disaster or Economic Miracle?

Skidmore and Smith, Chapter 10, and pp.445-457.

Paul E. Sigmund, "Chile" in *Latin American Politics and Development*, Howard J. Wiarda and Harvey F. Kline eds. (PDF).

2/13 Skidmore and Smith, pp. 358-369.

"Chile: Thirty Years Later" NACLA Report on the Americas, July August 2003. (PDF).

Barbara Stallings and Wilson Peres, "Is Economic Reform Dead in Latin America? Rhetoric and Reality Since 2000," *Journal of Latin American Studies* 43 (2011): 755-786. (PDF)

Weyland, Kurt. 2004. "Neoliberalism and Democracy in Latin America: A Mixed Record"
Latin American Politics & Society - Volume 46,
Number 1, Spring 2004, pp. 135- 157.

2/18 ***Venezuela: From Pacted Democracy to Bolivarian Republic***

Skidmore and Smith, Chapter 8

Karl, Terry Lynn "Petroleum and Political Pacts: The Transition to Democracy in Venezuela" in *Transitions from Authoritarian Rule: Latin America* Guillermo O'Donnell, Philippe Schmitter, and Laurence Whitehead eds. (Baltimore: Johns Hopkins University Press) 1986: 196-219.(PDF).

Romero, Anibal "Rearranging the Deck Chairs on the Titanic: The Agony of Democracy in Venezuela" *Latin American Research Review*.(PDF)

2/20 Hellinger, Chapter 10 (Venezuela section) (PDF)

JP Zúquete "The missionary politics of Hugo Chávez"

Latin American Politics and Society, 50: 91–121 (2008) (PDF).

Further readings TBA.

2/25-2/27

Peru:

Skidmore and Smith, Chapter 6.

Video "Fire in the Minds"

Further readings TBA.

Spring Break: March 1-7

Revolution in Latin America

3/11 ***Unfolding Revolution in Mexico***

- Skidmore and Smith, Chapter 8.
- 3/13 Dan La Botz, *Democracy in Mexico* pp. XI – 20 and 193- 212 (PDF)
Roderic Ai Camp, *Politics in Mexico: Democratic Consolidation* pp. 273-
Hellinger Chapter 10 (Mexico section) (PDF)
- 3/18 ***Revolution in Transition: Cuba***
Skidmore and Smith, Chapter 5.
- 3/20 Further readings TBA
Cuba releases American Alan Gross, paves way for historic easing of
American sanctions <http://www.cnn.com/2014/12/17/politics/cuba-alan-gross-deal/>
- 3/25 ***Authoritarianism, Revolution, and Violence in Central America***
Skidmore and Smith pp. 79 - 101
- 3/27 ***Guatemala***
Robert Trudeau and Lars Schoultz, “Guatemala” (PDF)
Skidmore and Smith, 102 – 105.
- 4/1 ***Nicaragua***
O Jütersonke, R Muggah, and D Rodgers “Gangs, Urban Violence, and
Security Interventions in Central America” *Security Dialogue*
August/October 2009 vol. 40 no. 4-5 373-397 (PDF).
<http://www.ticotimes.net/2014/07/22/35-years-after-somozas-overthrow-not-much-for-nicaragua-to-celebrate>
<http://www.npr.org/blogs/parallels/2014/10/28/359612148/with-a-soft-approach-on-gangs-nicaragua-eschews-violence>
- 4/3 ***Costa Rica***
Skidmore and Smith, 106 - 111.
Mitchell A. Seligson, "Costa Rica" in in *Latin American Politics and
Development*, Howard J. Wiarda and Harvey F. Kline eds. (PDF).
- 4/8 **Midterm 2**
- 4/10 **Religion, Politics, and the Indigenous Resurgence in Latin America**
Cleary and Steigenga, Chapters 1 and 10. (PDF)
Skidmore and Smith, pp. 383-384
- 4/15 **Rethinking Democracy and Development**
Skidmore and Smith: Chapter 16.
<http://www.globalresearch.ca/the-pink-tide-in-latin-america-an-alliance-between-local-capital-and-socialism/5333782>
<https://consortiumnews.com/2014/10/27/is-latin-americas-pink-tide-ebbing/>

4/17

Further Reading TBA

4/

Final Exam Period