

Latin American Politics

LATI / POLI 245

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Spring 2018
Mondays, Wednesdays, & Fridays
Time: 9:40–10:40am
Classroom: Carnegie 208



Course Summary

¡Bienvenidos! Welcome to Latin American Politics! The politics of Latin America confront students with stark contrasts. The region has suffered from several persistent social miseries: poverty and vast inequalities of wealth, recurrent authoritarian episodes, civil war and criminal violence, and economic instability. Yet Latin American nations have also established one of the world's most enduring—if frequently broken—democratic traditions, forged multi-ethnic and mass-based—if not always inclusive—political systems, and embarked on transformative—if often unsuccessful—experiments in governance and social justice.

We will begin by briefly considering Latin America's colonial heritage. We then examine the region's wars of independence, the struggle to construct nations, and the emergence of industrialization in the 19th century. Turning to the 20th century, we will examine the development of democracy, the incorporation of different social sectors, and the pursuit of economic growth through interventionist measures. Then we will examine the puzzles of the latter 20th century: why did many Latin American democracies break down in the 1960s and 1970s? How did authoritarian governments organize and justify their regimes? And critically, what explains the "third wave" (Huntington 1991) of democratization in the 1980s, during which most Latin American countries transitioned—in most cases durably so—to democracy once more?

The second half of the course tackles crucial contemporary questions. Democratization has not cured Latin America's social ills, including rampant inequality, a vast informal sector, and weak rule of law. Facing challenges from entrenched interests, countries across the region embraced neoliberal market reforms. What explains the successes, the failures, and the reversals of these reforms? What new manifestations of protest and mechanisms of incorporation emerged in response? How has globalization—and the ever-present specter of the United States' economic and military strength—affected Latin American politics? How durable are Latin America's "third wave" democracies, and how authoritarian are its recent Left and Right "turns"?

This course exposes students not only to the main conceptual and theoretical approaches used by scholars to understand Latin American politics, but should also help them understand political change over time in the Global South and—increasingly—the Global North as well. Students will also develop their research, analytic, and writing skills.

1 Required Books

- Beatriz Armendáriz and Felipe Larraín (2017). *The Economics of Contemporary Latin America*. Cambridge, Massachusetts: The MIT Press

2 Readings

All of the readings are available in one of two places: either posted on the class Moodle page as a PDF, or (for academic articles) on Google Scholar. Macalester provides internet access to most academic journals, and if you don't already know how, I'd like you to learn how to search for them. So try this:

Step 1: Connect to Wi-Fi while you are on the Macalester campus (or through [Mac's VPN service](#) if you are off-campus)

Step 2: Go to <http://scholar.google.com>.

Step 3: Search for the reading: e.g. "Centeno Blood and Debt"

Step 4: Find our article and click on "MACLINKS FULL TEXT".

Step 5: Read the article, while taking careful notes filled with brilliant insights.

Please note that every week you will also read the *Latin America Weekly Report*, which is accessible on campus, or, if off-campus, through the Macalester library's web page.

3 Expectations

The most important expectation is simple: be respectful of everyone in the class, and of each other's views. In an environment as diverse as Macalester's, everyone has a different perspective to offer, to teach, and to learn. Engage with the course fully and listen as carefully to your fellow students as you would to your professor.

This is an upper-division class, and it has a high reading load—between 40–70 pages per class, and sometimes more. Thus, you will need to *leap* into the readings with enthusiasm from the very first class. If we all do that, we'll have a lively classroom discussion. I also expect you to read *intelligently*. There won't be a final exam testing how well you've memorized each detail, and I don't expect you to puzzle your way through every statistical test each author presents. Rather, engage with the **big ideas**: read the important themes *closely* and *critically*, master the theories, understand (and critique) each author's use of evidence, but skim details and less central elements where appropriate.

It's essential to take notes as you read. Different methods work for different students: some try to create an outline of the main points, others may write a summary paragraph of the reading as soon as they finish it, while others might pull out five to seven quotes that capture key ideas. It would be a good idea to experiment with different styles throughout the course to learn what works best for you.

Arrive on time and ready to participate. **If you will be late or absent, please email me at least 30 minutes before class.** I will notice repeated absences and penalize your class participation grade accordingly.

I will ask a lot from you in this course, but you can expect to receive a lot from me in return. I hope that by the end of the semester, you will conclude that this was one of your most challenging courses at Macalester, and one of your best.

4 Evaluation

Format and Required Citation Style: Submit written work online through our Moodle (you will get my feedback through the Moodle as well) and use the [APSA style guide](#) to format citations and bibliography.

Language Options for Written Assignments: English or Spanish

On-Time Work Policy: Setting and meeting deadlines is an important professional skill. The syllabus provides “default” deadlines for assignments. I expect you to either meet these deadlines or set alternate deadlines in advance. College is an important time to develop a reputation as someone who gets things done and gets things done on time. If you cannot meet a deadline, it is your responsibility to *communicate* about when you will complete your work.

Drafts and Writing Workgroups: For your two large assignments, the Analytical Paper and Research Paper, you’ll be meeting up with a small group of peers to “workshop” your papers together. This means you must have your first draft of each paper written a week before the final due date. I’ll divide you into groups and it will be up to you to arrange a meeting. I recommend that you begin the meetings by exchanging hard copies of your papers, and writing comments in the margins. Then you can talk over your comments and recommendations. Note that the due dates for these assignments below are presented as first draft/final draft.

Summary of Assignments

1. **Class participation:** Do the readings before class! On many occasions I will lecture, but more often, we will engage in class and group discussions in which students are expected to share their thoughts, ideas, and questions with the class. We also will engage in a handful of classroom simulations, each of which is based on the theories covered in the readings. Students who fail to do the readings will be at a decisive disadvantage in these simulations. But don’t worry! There will be lots of opportunities—and different ways—to be engaged with the class, and I am happy to give feedback and discuss your participation during office hours. 15% of course grade.
2. **Map quiz:** This quiz will test your knowledge of Latin American geography and capitals. In-class on January 26th. 5% of course grade.
3. **Two single point papers:** This short paper is your response to an individual reading or set of readings. Think about the key ideas that you see emerging from your reading or your reading notes. Advance a single argument or assertion, which may be substantive, analytic,

methodological, theoretic, or any combination of these. The first will be due on January 29th; the second at any point during the quarter. 250 words. 10% of course grade each.

4. **Analytic paper:** This paper should demonstrate your ability to synthesize and—naturally—analyze the material that we’ve covered in this class. I will present a set of possible topics, and will also give you the opportunity to develop your own. This paper will be graded on its argumentation, evidence, and written communication. Due on March 2nd /9th. 4–5 pages. 25% of course grade.
5. **Research paper:** Ask an empirical question about one of the outcomes we have studied in this course. How have political scientists, sociologists, and policymakers tried to answer this question? What do you think is the answer to this question? What evidence would you need to collect to answer it? We will talk much more about how to conduct such a research project throughout the course. Due on April 27th /May 3rd. 8–10 pages. 35% of course grade.

5 Academic Integrity

The academy is an ancient tradition founded on the pursuit of truth at all costs. Honesty, personal responsibility, and integrity are therefore core values indispensable to any academic pursuit. You will be judged, justly, on the extent to which you uphold these values for the rest of your life, and your integrity is far more important than your final grade in this course.

One common form of academic dishonesty will result in an automatic failure of any assignment, or more likely, an F in the course along with a referral to the university honor board: plagiarism, presenting another person’s words, ideas, or work as if it were your own. Plagiarism is more than simply copying and pasting language found on the internet into your paper (although this is certainly plagiarism). Plagiarism also consists of taking someone’s ideas, or paraphrasing their language, without proper attribution. That is, you must always cite the original author, even when not using their original words. Citing your sources does not detract from the originality of your argument; rather, it situates your contribution within a long conversation with other scholars. This long conversation, including your contribution, is the academic pursuit.

As a final note, Macalester punishes academic dishonesty severely. Professors count on extremely sophisticated data analysis tools to detect most forms of plagiarism, and after thousands of exams and essays, most of us are able to spot plagiarism and other forms of cheating at a glance. The consequences may include expulsion from the college—a serious penalty in exchange for the possibility of a minor advantage on an assignment.

6 Laptop Policy

Students are permitted laptops in this course. However, I strongly discourage them. Electronic devices, with all their flashy lights and noises, distract your attention from where it belongs: your professor, your fellow students, and the incisive arguments flying around the classroom. It would be best to write notes in your notebook with pen and ink. If you would like your notes digitized, you can always photograph them after class. Great political thinkers from Aristotle to Hobbes to Skocpol made do with pen and ink (or in Aristotle’s case, most likely a wax tablet and stylus), and you can too. Your most important role in the classroom is not passive notetaker, but active interlocutor. **The best way to incorporate laptops into the classroom—if you must—is to tilt the screen down when you are not using it.** If you require the use of any electronic device for accessibility reasons, I’m more than happy to accommodate your needs in this regard.

7 Other Resources for Students

Writing Help

The Macalester Academic Excellence (MAX) Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing. Hours are 9:00am– 4:30pm Mon-Fri and 7-10pm Sun-Thur. Becky Graham and Jake Mohan also provide writing assistance to students during the daytime hours, Mon-Fri. You may drop in for help or call x6121 (day) or x6193 (evening) to schedule an appointment.

Students with Special Needs

I am committed to providing assistance to help you be successful in this course. Students seeking accommodations based on disabilities should meet with Lisa Landreman, Associate Dean of Students. Call x6220 for an appointment. I encourage you to address any special needs or accommodations with me as soon as you become aware of your needs. More info [here](#).

8 Schedule of Classes and Assignments

Part I: Foundations and Theories

Friday, January 19th

Introduction to the Course

- No reading

Monday, January 22nd

The Colonial Heritage

- Thomas E Skidmore, Peter H Smith, and James Naylor Green (2014). *Modern Latin America*. New York; Oxford: Oxford University Press, pp. 14–40
- [Latin America Weekly Report](#) (January 18th)

Wednesday, January 24th

Challenges to Nation-Building, Challenges to State-Building

- **MAP QUIZ today!**
- Miguel Angel Centeno (1997). “Blood and Debt: War and Taxation in Nineteenth-Century Latin America”. In: *American Journal of Sociology* 102.6, pp. 1565–1605, **JUST** read pp. 1565–1583 and 1595–1599
- Miguel Angel Centeno (2002). *Blood and Debt: War and the Nation-State in Latin America*. University Park, Pa.: Pennsylvania State Univ. Press, pp. 167–178 and 204–215
 - *Note:* This reading is tough!! Read slowly and carefully, seeking to identify the answers to three questions: (1) What did Charles Tilly mean when he suggested “war made the state and the state made war” in Europe? (2) According to Centeno, why did war not

have the same results for state- and institution-building in Latin America as it did in Europe? (3) How does Centeno measure rates of political development?

Friday, January 26th

Industrialization and the Working Class

- Armendáriz and Larraín 2017, “Export-Led Growth and the Origins of Protectionism,” pp. 35–56
- [Latin America Weekly Report](#) (January 25th)

Monday, January 29th

The Working Class and the “Social Question”

- Michael M. Hall and Hobart A. Spalding (1986). “The Urban Working Class and Early Latin American Labour Movements, 1880–1930”. In: *The Cambridge History of Latin America: Volume 4: C.1870 to 1930*. Ed. by Leslie Bethell. Vol. 4. The Cambridge History of Latin America. Cambridge: Cambridge University Press, pp. 325–366
 - Note: This reading is dense. Try not to get caught up in the details. Your main goal is to grasp the big ideas about workers and when, how, and why they became an important political force in Latin America.
- DUE on January 29th: Single-point paper #1

Wednesday, January 31st

Labor Incorporation and Corporatism

- collier’s shaping’2009
- Ruth Berins Collier and David Collier (1979). “Inducements versus Constraints: Disaggregating “Corporatism””. In: *American Political Science Review* 73.4, pp. 967–986

Friday, February 2nd

ISI and Populism

- Armendáriz and Larraín 2017, “Import Substitution Industrialization,” pp. 59-85
- Michael L Conniff (1999). *Populism in Latin America*. Tuscaloosa: University of Alabama Press, pp. 1–21
- [Latin America Weekly Report](#) (February 1st)

Monday, February 5th

Explaining Latin American (Under)Development (I)

- Armendáriz and Larraín 2017, “Geography and the Colonial Legacy,” pp. 3-32
- Stanley L Engerman and Kenneth L Sokoloff (2000). “Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies”. In: *Modern Political Economy and Latin America: Theory and Policy*. Ed. by Jeffrey A Frieden, Manuel Pastor, and Michael Tomz. Boulder: Westview Press, pp. 122–133

Wednesday, February 7th

Explaining Latin American (Under)Development (II)

- Theotonio Dos Santos (1970). "The Structure of Dependence". In: *The American Economic Review* 60.2, pp. 231–236
- David Ray (1973). "The Dependency Model of Latin American Underdevelopment: Three Basic Fallacies". In: *Journal of Interamerican Studies and World Affairs* 15.1, pp. 4–20

Friday, February 9th

Explaining Latin American (Under)Development (III)

- J. Samuel Valenzuela and Arturo Valenzuela (1978). "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment". In: *Comparative Politics* 10.4, pp. 535–557
- Adam Przeworski and Fernando Limongi (1997). "Modernization: Theories and Facts". In: *World Politics* 49.02, pp. 155–183
 - Note: This piece "extends" modernization theory by inquiring how economic development relates to democracy. What do the authors say?
- [Latin America Weekly Report](#) (February 8th)

Monday, February 12th

Classroom Simulation: UNECLAC and the Way Forward

- No reading.

Wednesday, February 14th

Civil Unrest and Revolution

- Margaret Crahan and Peter Smith (1993). "The State of Revolution in the Americas". In: Alfred Stepan. *Americas: New Interpretive Essays*. New York: Oxford University Press, pp. 79–108

Friday, February 16th

Guerrilla Movements

- Timothy Wickham-Crowley (1989). "Winners, Losers, and Also-Rans: Toward a Comparative Sociology of Latin American Guerrilla Movements". In: *Power and popular protest: Latin American social movements*, pp. 132–81
- [Latin America Weekly Report](#) (February 15th)

Monday, February 19th

Guerrilla Mobilization

- Jocelyn S. Viterna (2006). "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army". In: *American Journal of Sociology* 112.1, pp. 1–45

Wednesday, February 21st

Bullets and Ballots

- Abbey Steele (2011). "Electing Displacement: Political Cleansing in Apartadó, Colombia". In: *Journal of Conflict Resolution* 55.3, pp. 423–445

Friday, February 23rd

Explaining Democratic Breakdown in the 1960s and 1970s

- Youssef Cohen (1994). *Radicals, Reformers, and Reactionaries: The Prisoner's Dilemma and the Collapse of Democracy in Latin America*. Chicago: University of Chicago Press, 1–8 and 53–68
- Karen L. Remmer and Gilbert W. Merkx (1982). "Bureaucratic-Authoritarianism Revisited". In: *Latin American Research Review* 17.2, pp. 3–40, pp. 3–7
- [Latin America Weekly Report](#) (February 22nd)

Monday, February 26th

Avoiding Military Rule: Colombia, Costa Rica, and Mexico

- [rouquie`military`1998](#)
- Harry E Vanden and Gary Prevost (2009). *Politics of Latin America: The Power Game*. Oxford: Oxford university press, pp. 301–321

Wednesday, February 28th

Avoiding Military Rule: Venezuela

- Daniel H. Levine (1978). "Venezuela since 1958: The Consolidation of Democratic Politics". In: *The Breakdown of Democratic Regimes: Latin America*. Ed. by Juan Linz and Alfred Stepan. Baltimore: The Johns Hopkins University Press, pp. 82–109

Friday, March 2nd

Military Politics and Military Rule

- [rouquie`military`1998](#)
- Brian Loveman and Thomas M Davies (1978). *The Politics of Antipolitics: The Military in Latin America*. Lincoln: University of Nebraska Press, pp. 3–14 and 163–172
- [Latin America Weekly Report](#) (March 1st)

DUE before class on Friday, March 2nd: Analytic Paper Rough Draft

- **Schedule and attend writing workgroup meeting.**

Monday, March 5th

Explaining Transition from Authoritarian Rule: The Third Wave

- Lisa Anderson (1999). *Transitions to Democracy*. New York, NY: Columbia Univ. Press, pp. 1–5
- Dankwart A. Rustow (1970). “Transitions to Democracy: Toward a Dynamic Model”. In: *Comparative Politics* 2.3, pp. 337–363, **JUST** read pp. 337–341 and 350–63

Wednesday, March 7th

The Third Wave Continued

- Guillermo O’Donnell and Philippe C Schmitter (1986). *Transitions from Authoritarian Rule: Tentative Conclusion about Uncertain Democracies*. Baltimore and London: The Johns Hopkins University Press, **JUST** read pp. 15–47
 - *Note:* Your goal with this reading is to identify and be able to clearly explicate the multi-stage description of transitions from authoritarian rule that O’Donnell and Schmitter outline.

Friday, March 9th

Classroom Simulation: Coup Poker

- No reading.
- [Latin America Weekly Report](#) (March 8th)

DUE before class on Friday, March 9th: Analytic Paper Final Draft

Spring Break

Part II: Contemporary Questions

Monday, March 19th

Democracy: Its Problems and Promise

- David Collier and Steven Levitsky (1997). “Democracy with Adjectives: Conceptual Innovation in Comparative Research”. In: *World Politics* 49.03, pp. 430–451, **JUST** read pp. 430–434
- Philippe C Schmitter and Terry Lynn Karl (1991). “What Democracy Is. . . and Is Not”. In: *Journal of Democracy* 2.3, pp. 75–88
- Guillermo A. O’Donnell (1994). “Delegative Democracy”. In: *Journal of Democracy* 5.1, pp. 55–69
- Fareed Zakaria (1997). “The Rise of Illiberal Democracy”. In: *Foreign Affairs* 76.6, pp. 22–43, **JUST** read pp. 22–24, 26–34, and 38–43

Wednesday, March 21st

Challenges in Democracy: Designing Effective Institutions

- Gretchen Helmke and Steven Levitsky, eds. (2006). *Informal Institutions and Democracy Lessons from Latin America*. Baltimore: Johns Hopkins University Press, pp. 1–12
- Scott Mainwaring and Timothy R Scully (1996). *Building Democratic Institutions: Party Systems in Latin América*. Stanford: Stanford University Press, “Introduction: Party Systems in Latin America,” pp. 1–17, 28–34

Friday, March 23rd

Challenges in Democracy: Representation

- Alison Brysk (2000). “Democratizing Civil Society in Latin America”. In: *Journal of Democracy* 11.3, pp. 151–165
- **collier’ reorganizing’ 2009**
- [Latin America Weekly Report](#) (March 22nd)

Monday, March 25th

The (Un)rule of Law (I)

- Guillermo O’Donnell (1993). “On the State, Democratization and Some Conceptual Problems: A Latin American View with Glances at Some Postcommunist Countries”. In: *World Development*. SPECIAL ISSUE 21.8, pp. 1355–1369, **JUST** read pp. 1355–1363 and 1367–1368
- Rossana Reguillo (2011). “The Narco-Machine and the Work of Violence: Notes toward Its Decodification”. In: *E-misférica* 8.2

Wednesday, March 27th

The (Un)rule of Law (II)

- Roberto Gargarella, Pilar Domingo, and Theunis Roux (2006). *Courts and Social Transformation in New Democracies: An Institutional Voice for the Poor?* Aldershot: Ashgate, pp. 255–281

Friday, March 30th

The (Un)rule of Law (III)

- Tina Rosenberg (1992). *Children of Cain: Violence and the Violent in Latin America*. Harmondsworth [etc.: Penguin, pp. 23–76
- Paulo Sergio Pinheiro (2006). “Democracies Without Citizenship, Injustice for All: Crime and Impunity in Latin America”. In: Peter R Kingstone. *Readings in Latin American Politics: Challenges to Democratization*. Boston; New York: Houghton Mifflin, pp. 42–50
- [Latin America Weekly Report](#) (March 29th)

Monday, April 2nd

Political Economy: Debt Crisis, Inflation, and Continued Underdevelopment

- Armendáriz and Larraín 2017, “Debt Crisis and the Lost Decade,” pp. 87-106
- Armendáriz and Larraín 2017, “Growth and Development in Latin America,” pp. 309-348

Wednesday, April 4th

Political Economy Challenges: Poverty and Inequality

- Armendáriz and Larraín 2017, “Poverty and Income Inequality,” pp. 111-136

Friday, April 6th

Political Economy Challenges: Informality

- Miguel Angel Centeno and Alejandro Portes (2006). “The Informal Economy in the Shadow of the State”. In: *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Ed. by Jorge I Domínguez and Patricia Fernández-Kelly. State College: Penn State University Press, pp. 23–48
- Hernando De Soto (1989). *The other path: the economic answer to terrorism*. New York: Basic Books, JUST read pp. 131-134, 142-144
- [Latin America Weekly Report](#) (April 5th)

Monday, April 9th

Political Economy Solutions: Neoliberal Reforms

- John Williamson (1993). “Democracy and the “Washington Consensus””. In: *World Development*. SPECIAL ISSUE 21.8, pp. 1329–1336
- Leslie Elliott Armijo, Thomas J. Biersteker, and Abraham F. Lowenthal (2008). “The Problems of Simultaneous Transitions”. In: *Journal of Democracy* 5.4, pp. 161–175

Wednesday, April 11th

Political Economy Solutions: Assessing Neoliberalism

- Moisés Naím (2008). “Latin America: The Second Stage of Reform”. In: *Journal of Democracy* 5.4, pp. 32–48
- Evelyne Huber and Frederick Solt (2004). “Successes and Failures of Neoliberalism”. In: *Latin American Research Review* 39.3, pp. 150–164

Friday, April 13th

New Forms of Social Protest

- Deborah Yashar (1996). “Indigenous Protest and Democracy in Latin America”. In: *Constructing Democratic Governance: Latin America and the Caribbean in the 1990s*. Ed. by Jorge I Domínguez and Abraham F Lowenthal. Baltimore, MD [u.a.: Johns Hopkins University Press, pp. 87–105

- Richard Stahler-Sholk, Harry E. Vanden, and Glen David Kuecker (2007). "Globalizing Resistance: The New Politics of Social Movements in Latin America". In: *Latin American Perspectives* 34.2, pp. 5–16
- [Latin America Weekly Report](#) (April 12th)

Monday, April 16th

Latin America's "Left Turn"

- Hector E. Schamis (2006). "Populism, Socialism, and Democratic Institutions". In: *Journal of Democracy* 17.4, pp. 20–34
- Jorge G. Castañeda (2006). "Latin America's Left Turn". In: *Foreign Affairs* 85.3, pp. 28–43

Wednesday, April 18th

Assessing the "Left Turn"

- Kurt Weyland (2010). "The Performance of Leftist Governments in Latin America". In: *Leftist Governments in Latin America*. Ed. by Kurt Weyland, Raúl L Madrid, and Wendy Hunter. New York: Cambridge University Press, pp. 1–27

Friday, April 20th

The Social Question Revisited: Latin America's "Inclusionary Turn"

- Diana Kapiszewski, Steven Levitsky, and Deborah J Yashar (2018). "The Inclusionary Turn in Latin America". Unpublished manuscript, "Introduction", pp. 1–25
- [Latin America Weekly Report](#) (April 19th)

Monday, April 23rd

Institutions of the "Inclusionary Turn"

- Enrique Valencia Lomeli (2008). "Conditional Cash Transfers as Social Policy in Latin America: An Assessment of Their Contributions and Limitations". In: *Annual Review of Sociology* 34.1, pp. 475–499
- Stephanie McNulty (2013). "Institutions of Participatory Governance: Latin America's Response to Failing Party Systems". In: *SpazioFilosofico* 9, pp. 415–427

Wednesday, April 25th

Latin America's "Right Turn"?

- Kenneth Roberts (2014). "Democracy, Free Markets, and the Rightist Dilemma in Latin America". In: *The Resilience of the Latin American Right*. Ed. by Juan Pablo Luna and Cristóbal Rovira Kaltwasser. Baltimore: Johns Hopkins University Press, pp. 25–47
- Kent Eaton (2014). "New Strategies of the Latin American Right: Beyond Parties and Elections". In: *The Resilience of the Latin American Right*. Ed. by Juan Pablo Luna and Cristóbal Rovira Kaltwasser. Baltimore: Johns Hopkins University Press, pp. 75–93

Friday, April 27th

Latin America's "Right Turn", ctd.

- Cristóbal Rovira Kaltwasser (2014). "From Right Populism in the 1990s to Left Populism in the 2000s – and Back Again?" In: *The Resilience of the Latin American Right*. Ed. by Juan Pablo Luna and Cristóbal Rovira Kaltwasser. Baltimore: Johns Hopkins University Press, pp. 143–166
- [Latin America Weekly Report](#) (April 26th)

DUE before class on Friday, April 27th: Research Paper Rough Draft

- Schedule and attend writing workgroup meeting.

Monday, April 30th

Latin America's Future

- No reading

DUE at NOON on May 3rd: Research Paper Final Draft

9 Additional Materials and Resources on Latin America

Journals

- *Latin American Research Review*
- *Journal of Latin American Studies*
- *Latin American Politics and Society*
- *Latin American Perspectives*
- *Bulletin of Latin American Research*
- *NACLA: Report on the Americas*

Very brief list of Latin America-related novels and short stories

- *House of the Spirits*, Isabel Allende
- *My Invented Country*, Isabel Allende
- *Garbriela: Clove and Cinnamon*, Jorge Amado
- *Los de abajo / The Underdogs*, Mariano Azuela
- *The War of Don Emmanuel's Nether Parts*, Louis de Berniere
- *Ficciones*, Jorge Luis Borges
- *Labyrinths*, Jorge Luis Borges
- *El Aleph*, Jorge Luis Borges
- *La montaña es algo más que una inmensa estepa verde / Fire From the Mountain*, Omar Cabezas
- *The Lost Steps*, Alejo Carpentier
- *Like Water for Chocolate*, Laura Esquivel
- *The Death of Artemio Cruz*, Carlos Fuentes
- *Open Veins of Latin America*, Eduardo Galeano
- *One Hundred Years of Solitude*, Gabriel García Márquez (and most anything else he wrote as well!)
- *Love in the Time of Cholera*, Gabriel García Márquez
- *I, Rigoberta Menchu: An Indian Woman in Guatemala*, Rigoberta Menchu
- *The Labyrinth of Solitude*, Octavio Paz
- *El llano en llamas*, Juan Rulfo
- *The War of the End of the World*, Mario Vargas Llosa

- “*Si me permiten hablar...*” *Testimonio de Domitila, una mujer de las minas de Bolivia*, Moema Viezzer
- *The Savage Detectives*, Roberto Bolaño (and many other works by this important author)

Very brief list of Latin America-related movies

- *Central Station* (Brazil) *El Norte* (Central America/Mexico/U.S.)
- *La Batalla por Chile* (Chile)
- *Milagro Beanfield War* (New Mexico)
- *La Ley de Herodes* (Mexico)
- *Y Tu Mamá También* (Mexico)
- *La Boca del Lobo* (Peru)
- *City of God* (Brazil)
- *Clear and Present Danger* (Colombia)
- *Death and Maiden* (Chile)
- *Four Days in September* (Brazil)
- *Walker* (Nicaragua)
- *Under Fire* (Nicaragua)
- *Machuca* (Chile)
- *Maria Full of Grace* (Colombia)
- *Missing* (Chile)
- *Salvador* (El Salvador)
- *The Motorcycle Diaries* (Che Guevara) (Argentina, et al.)
- *The Official Story* (Argentina)
- *Thirteen Days* (US-Cuba)
- *The Revolution will Not Be Televised* (Venezuela)
- *Las noches de los lapices* (Argentina)
- *Obstinate Memory* (Chile)
- *The Burning Season* (Brazil)
- *Olga* (Brazil)
- *The Americas* series (e.g., *Fire in the Mind*)

- *Bus 174* (Brazil)
- *Carandiru* (Brazil)
- *The Judge and the General* (Directed by Elizabeth Farnsworth and Patricio Lanfranco) (Chile)