International Relations 219: Democracy in Latin America: Argentina, Brazil, and Mexico
University of Rochester
Spring 2013
Monday, 12:30 PM – 1:45 PM
Harkness 210

Instructor: Adam Cohon
Phone: 585-275-7855
Email: acohn@berkeley.edu
Office: Harkness 308
Office hours: Wednesday 9am-11am, or by prior appointment

This course examines the challenges facing three of Latin America's largest democracies, focused around three main topics: social policy, crime and violence, and environmental conservation. Before we address these topics, however, we review the actors and institutions that operate in each country. We discuss how political institutions in each country shape how policy is made and implemented. The course examines contemporary attempts to address each of the three challenges, and provides opportunity for students wishing to conduct research on related matters.

Course Materials:

All course materials will be posted onto Blackboard, or available through the University of Rochester library website. Assignments and reading questions will sometimes be emailed to you before class; check your inbox.

Course Requirements:

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments comprise in-class participation (30%), three 5-page research papers due at the beginning of class on February 21 (15%), at the beginning of class on April 4 (15%), and at 2 PM on May 8 (15%) to my office or my mailbox on the third floor of Harkness Hall. Papers must be submitted in hardecopy format. There will also be a brief map quiz (5%) on February 7, and two in-class oral presentations on March 5 (10%) and April 30 (10%). There will be no make-ups for unexcused absences from oral presentation days.
Paper prompts will be handed out at least two weeks in advance of the deadline. Only the third paper assignment will require outside research.

**Late work:**

Assignments will be deducted 1/3 of a letter grade (from A to A-, B+ to B, etc.) for each 24 hours or fraction thereof that elapses between the due date and the submission of the assignment.

**Absences:**

There will be no make-up work for students who fail to turn in final projects on time or miss classes. Be sure to contact your peers for class notes. I am happy to discuss the material with you, but I do not offer individual recap sessions.

Excused absences are only granted for family or medical emergencies, and I will need documentation of the event or problem.

**Grading scale:**

A (93.0% < x)
A- (90.0% < x ≤ 93.0%)
B+ (87.0% < x ≤ 90.0%)
B (84.0% < x ≤ 87.0%)
B- (80.0% < x ≤ 84.0%)
C+ (77.0% < x ≤ 80.0%)
C (74.0% < x ≤ 77.0%)
C- (70.0% < x ≤ 74.0%)
Non-passing grades (x ≤ 70.0%)

*All students will receive an extra 2% on their grade if at least 95% of students in the class complete online course evaluations.*

**In-class participation:**

I will try to lecture as little as possible, and develop in-class activities that allow students to discuss, re-consider, and critique the arguments and events we study. It is in your interest not to miss class.

*Students should come to class prepared to discuss all readings assigned for that day and all previous days.*
Re-grades:

Students should feel free to contact me about re-grades due to arithmetic errors. If students feel that grades were incorrectly given, they can re-submit the assignment to me with a memorandum of at least 250 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. I reserve the right on re-grades to lower, raise, or maintain any grade.

Written work standards:

All written work should be in Times New Roman font, size 12, double-spaced, with 1\" margins on all sides of the paper. Citations are mandatory, in either Chicago or MLA style. Five-page papers should be between 4.5 and 5.5 pages; points will be deducted for papers that are too short or too long. The bibliography at the end does not contribute to the page count. Place your name and paper title in a Header at the top of the page only.

Studying and work outside of class:

You are encouraged to discuss class readings and your research project with classmates for the examinations, and send me any questions. You may even trade drafts and outlines with your peers. All final work, however, should be your own. You will be held responsible for errors in citation and attribution.

Accommodations:

If you are entitled to accommodations, please coordinate these with the Center for Excellence in Teaching and Learning early in the semester. Their information and policies can be found at http://www.rochester.edu/college/cetl/undergraduate/index.html I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.

Academic Honesty:

Conduct in class, during assignment, and in writing coursework should conform to the University's policies on academic honesty. The policy can be found at http://www.rochester.edu/college/honesty

Be sure to cite all your sources. When in doubt, add a footnote or endnote. In-text citations are acceptable. All papers should contain a bibliography at the end. Wikipedia is not considered a reliable source of information for this class, and should never be cited as an authority.

Any instance of plagiarism will result in zero credit for the assignment and referral of the student(s) involved to the College Board on Academic Honesty.
Course Outline

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. I will probably do so. All readings are required unless otherwise noted.

I. Case background: Post-Transition Democracies

1. January 17
   Introduction

2. January 22
   Brazilian politics to 1989; Argentine politics to 1983; Mexican politics to 2000


3. January 24
   Brazilian politics since 1989; Argentine politics since 1983; Mexican politics since 2000


II. Subnational Authoritarianism and Incomplete Democratic Transitions

1. January 29
   Authoritarian enclaves


2. January 31
   Clientelism


3. February 5
Democratic deepening


4. February 7
Review section

*Map quiz at the beginning of class, February 7*

III. Federalism and Budget Constraints

1. February 12
Theories and types of decentralization


2. February 14
Soft and hard budget constraints


IV. Political Party Systems and Candidates

1. February 19
Party institutionalization


2. February 21  
Rise of the left


**Essay Number 1 due in paper form at the beginning of class, February 21**

3. February 26  
Legislative success and the executive


4. February 28  
Review section

5. March 5  
In-Class Presentation #1: Promises Candidates Make

6. March 7  
No class

**SPRING BREAK**

V. Drug Epidemics and Wars

1. March 19  
Mexico


2. March 21
Argentina


3. March 26
Brazil


4. March 28
Review section

VI. Environmental Protection and Regulation

1. April 2
Brazil


2. April 4
Mexico

Essay Number 2 due in paper form at the beginning of class, April 4.

Díez, Jordi. 2006. Political Change and Environmental Policymaking in Mexico. New York: Routledge, Ch. 4

Caribbean. Dordrecht: Springer. 231-249.

3. April 9
Argentina


4. April 11
Review section

VII. Social Inclusion: Addressing Poverty and Inequality

1. April 16
Brazil: Bolsa Familia and “Lulismo”


2. April 18
Argentina: Populism and “Kirchnerismo”


3. April 23
Mexico: *Oportunidades* and the Informal Sector


4. April 25
Review section

5. April 30
In-Class Presentation #2: Future Challenges

**Essay Number 3 is due to my faculty box or office in Harkness Hall by 2 PM on May 8th, the final exam date set by the Registrar.**
Grading rubric for weekly participation grades

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
<th>E (No credit)</th>
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<tbody>
<tr>
<td><strong>Reading (50 points)</strong></td>
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<tr>
<td></td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>0%</td>
</tr>
<tr>
<td>Student has carefully read and understood the readings as evidenced by familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.</td>
<td>Student has read and understood the readings as evidenced by grasp of the main ideas and evidence. Comes prepared with questions and critiques of the readings.</td>
<td>Student has read the material, but comments often indicate that he/she misunderstood or forgot many points or has not thought about questions or critiques of the readings.</td>
<td>Student comes to class unprepared, as indicated by unwillingness or inability to answer basic questions or contribute to discussion.</td>
<td>Non-attendance</td>
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<tr>
<td><strong>Listening (50 points)</strong></td>
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<tr>
<td>Always attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments.</td>
<td>Generally attends to what others say as evidenced by periodically building on, clarifying, or responding to their comments.</td>
<td>Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.</td>
<td>Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.</td>
<td>Non-attendance</td>
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</table>
Grading rubric for all presentations

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness (10 points)</td>
<td>All parts of the assignment are addressed.</td>
<td>A minor part of the assignment is unaddressed or it is unclear how the speaker is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the speaker is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the speaker is addressing them.</td>
</tr>
<tr>
<td>Clarity (10 points)</td>
<td>Ideas are provided in a logical order that makes it easy to follow the speaker’s train of thought.</td>
<td>Ideas are provided in a fairly logical order that makes it reasonably easy to follow the speaker’s train of thought.</td>
<td>A few ideas are not in an expected or logical order, making the presentation a little confusing.</td>
<td>Many ideas are not in an expected or logical order, making the presentation confusing.</td>
</tr>
<tr>
<td>Point of view (30 points)</td>
<td>The presentation has an argument and a thorough discussion of accurate, relevant evidence and examples bolstering that argument.</td>
<td>The presentation has an argument. There is discussion of accurate, relevant evidence and examples bolstering that argument but key evidence is missing or inaccurate.</td>
<td>An argument and at least one piece of accurate, relevant evidence is offered.</td>
<td>There is no argument in the presentation or the evidence and examples are inaccurate, vague and/or irrelevant and/or are not explained.</td>
</tr>
<tr>
<td>Creativity and energy (40 points)</td>
<td>The presentation engages the audience and highlights all important facts and ideas in a memorable manner.</td>
<td>The presentation mostly engages the audience and highlights many important facts and ideas in a memorable manner.</td>
<td>The presentation does not engage the audience, although it does present information.</td>
<td>The presentation is unengaging and uninformative.</td>
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<tr>
<td>Q&amp;A (10 points)</td>
<td>Provides thoughtful answers to audience questions.</td>
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## Grading rubric for all written papers

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong> (10 points)</td>
<td>All parts of the assignment are addressed.</td>
<td>A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.</td>
</tr>
<tr>
<td><strong>Clarity</strong> (10 points)</td>
<td>Ideas are provided in a logical order that makes it easy to follow the author's train of thought.</td>
<td>Ideas are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.</td>
<td>A few ideas are not in an expected or logical order, making the essay a little confusing.</td>
<td>Many ideas are not in an expected or logical order, making the essay confusing.</td>
</tr>
<tr>
<td><strong>Support</strong> (30 points)</td>
<td>Every point in the argument is supported with valid inferences from evidence or logic.</td>
<td>Minor points are unsupported or supported with invalid inferences from evidence or logic.</td>
<td>A major point is unsupported or supported with invalid inferences from evidence or logic.</td>
<td>More than one major point is unsupported or supported with invalid inferences from evidence or logic.</td>
</tr>
<tr>
<td><strong>Research</strong> (40 points)</td>
<td>More than 5 sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Politicized or popular sources are acknowledged as such when they are used.</td>
<td>5 sources, of which at least 2 are peer-review journal articles or scholarly books. Politicized or popular sources are acknowledged as such when they are used.</td>
<td>5 sources, of which at least 2 are peer-review journal articles or scholarly books. Politicized or popular sources are used without adequate comment.</td>
<td>Fewer than 5 sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books.</td>
</tr>
<tr>
<td><strong>Source documentation</strong> (10 points)</td>
<td>Correct attributions are provided for all quotations, non-trivial facts, and original research.</td>
<td>Correct attributions are not provided for all quotations, non-trivial facts, and original research.</td>
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