This course is designed as a comprehensive introduction to the analysis of Latin American political, social, and economic processes and institutions from a multidisciplinary perspective. In different sections it examines Latin America’s historical evolution, political development, ethnic problems, gender roles, and economic strategies as well as the changing role of institutions such as the state, socioeconomic organizations, the church, and the military. It considers how Latin American societies changed after independence while noting those political, social and economic aspects that remain stable throughout time. The objective of the course is to provide a critical examination of the evolution and transformation of Latin America while offering the analytical elements necessary to interpret similar processes in other geographical areas and historical periods. It is expected that students completing this course would acquire and use effectively the analytical skills required to examine Latin American issues while developing and enhancing their abilities to critically assess Latin America’s political, social and economic situations and problems from the empirical and normative perspectives. Thus, the course aims at providing the students with the historical and contemporary information required to understand the evolution and current features of Latin America’s development offering them the methodological and technical skills required to read texts carefully, collect data, analyze and interpret it, and communicate the results in an effective and elegant manner, orally and in writing. In terms of critical abilities the course intends to encourage students to cultivate their skills to critically examine regional issues and problems in a creative and independent manner becoming able to assess ideas, systems, processes and behaviors from the empirical and ethical viewpoints, and to offer policy recommendations aimed at improving the Latin American condition.

Course Requirements

* **Class attendance and informed participation are required.** Attendance is essential for those desiring to pass the course and will be taken by signing an attendance sheet. In order to be able to participate effectively in the discussions and other class activities you must read the assignments **before** the day they are scheduled for analysis in class. In addition, each student, either individually or as member of a small group –depending on the size of the class– will be responsible for leading the discussion in one of the class sessions scheduled for the second and third sections of the course. The student (or students) will meet with me in advance to discuss the presentation and research the topic, and will be responsible for delivering with sufficient anticipation a list of reading and discussion questions to the rest of the class. Attendance, preparation for class discussions and student-led activities, and analytical quality of the interventions will be evaluated in order to calculate the course grade. **(20% of the final grade)**

* **Four quizzes focused on the materials assigned for different course sections.** These multiple choice examinations will be given in class and will be focused on the readings assigned for specific sections. **(20% of the final grade)**
Late assignments will lose half a grade point for each day they are late. In addition to the specified readings, students are expected to keep informed of current developments in Latin America. Good sources of information are the major national newspapers --Los Angeles Times, Miami Herald, New York Times, Washington Post, etc.-- weekly news magazines --Time, Newsweek, etc.-- and other periodical publications available at the library and through the Internet. The discussion of current Latin American issues of interest for the students is encouraged. To follow the lectures and participate in class it is necessary to become familiar with the names and geographical locations of the Latin American countries. Please consult the maps included in the assigned texts.

**Required Texts** (available at the Skidmore bookstore)


**Supplemental Bibliography** (not for purchase but helpful for consultation)

Jan Knippers Black, ed., *Latin America: Its Problems and its Promise*

E. Bradford Burns and Julie A. Charlip. *Latin America: A Concise Interpretive History*

Ronald Chilcote and Joel Edelstein, eds., *The Struggle with Dependency and Beyond*

James D. Cockroft, *Neighbors in Turmoil: Latin America*

Russell H. Fitzgibbon and Julio A. Fernandez, *Latin America: Political Culture and Development*

Hansis, Randall, *The Latin Americans: Understanding Their Legacy*

Benjamin Keen, ed. *Latin American Civilization.*

Jacques Lambert, *Latin America: Social Structures and Political Institutions*

James Malloy and Mitchell Seligson (eds.), *Authoritarians and Democrats. Regime Transition in Latin America*

Kurt von Mettenheim and James Malloy, (eds.), *Deepening Democracy in Latin America*

Rosenberg, Kincaid, and Logan, eds. *Americas: An Anthology.*

Skidmore and Peter Smith, *Modern Latin America*

H. Wiarda and H. Kline, eds., *Latin American Politics and Development*


Gary W. Wynia, *The Politics of Latin American Development*
I. THE FORMATION OF LATIN AMERICA:
CHANGE AND STABILITY IN ITS EARLY EXPERIENCE

January 26 - 28
1. The Setting of the Latin American Experience:
The Land and the People.
* Vanden and Prevost: Chapter 1
* Win: Chapter 1 ("A View from the South")

February 2 - 4
* Vanden and Prevost: Chapter 2
* Winn: Chapter 2 ("Legacies of Empire")

[Stuart B. Schwartz, Early Latin America]

February 9 - 11
3. The Struggle for Independence and the Legacy of Colonialism.
* Vanden and Prevost: pp. 41-53
* Winn: Chapter 3 ("The Perils of Progress")

[Richard Graham, Independence in Latin America
R. A. Humphreys and John Lynch, The Origins of Latin American Revolutions
Howard Wiarda, ed. Politics and Social Change in Latin America]

II. MODERNIZATION AND TRANSFORMATION IN CONTEMPORARY LATIN AMERICA

February 16 - 18
* Vanden and Prevost: pp. 51-60
* Winn: Chapter 3 ("The Perils of Progress")

[Roberto Cortes Conde, The First Stages of Modernization in Latin America
Celso Furtado, Economic Development of Latin America
Frederick Pike, Spanish America, 1900-1970: Tradition and Social Innovation]

February 23 - 25
5. The First Revolution of the 20th Century and its Aftermath: The Mexican Experience
* Vanden and Prevost: Chapter 12 ("Mexico”/Hamilton)
* Burns and Charlip, Latin America, A Concise Interpretive History: Ch. 7
March 1 - 8
6. The Transformation of Contemporary Latin America: Political, Social and Economic Aspects

* Vanden and Prevost: pp. 60-78.
* Burns and Charlip, Latin America, A Concise Interpretive History: Chapters 8, 9, 10.
* Leonardo Martínez Díaz, Latin America: Coming of Age; World Policy Journal (Fall 2008); pp. 221-227.

March 10 - 22

* Vanden and Prevost: Chapter 14 (“Brazil”/Chaffee)
* Winn: Chapter 5 (“Capital Sins”)

March 24 - 31
8. The Ethnic Question: Between Exclusion and Integration.

* Vanden and Prevost: Chapters 4 & 10 (“Guatemala”/Jonas)
* Winn: Chapters 7 (“Children of the Sun”) and 8 (“A Question of Color”)

III. THE SEARCH FOR LATIN AMERICAN IDENTITY: ISSUES AND APPROACHES

March 12 - 20: SPRING VACATION
April 5 - 12


* Vanden and Prevost: Chapters 5, 6 & 16 (“Chile”/Silva)
* Winn: Chapter 9 (“In Women's Hands”); and 10 (“The Power and the Glory”).

P. Drake and I. Kaksic, eds. The Struggle for Democracy in Chile, 1982-1990
Gross & Bingham, Women in Latin America.
Nash & Safa, Women and Change in Latin America
Paul Sigmund. The Overthrow of Allende and the Politics of Chile, 1964 - 1976
Arturo Valenzuela. The Breakdown of Democratic Regimes: Chile
A. Valenzuela and P. Constable, A Nation of Enemies
Phillip Berryman. Liberation Theology
Cleary and Stewart-Gambino. Power, Politics and Pentecostals in Latin America
Anthony Gill. Rendering unto Caesar
David Martin. Tongues of Fire
Joseph Murphy. Santeria
Jim Wafer. The Taste of Blood]

April 14 - 21


* Vanden and Prevost: Chapters 7 & 14 (“Argentina”/Vacs)
* Winn: Chapter 4 (“A Second Independence?”)

[Collier and Collier, Shaping the Political Arena
and Carlos H. Waisman, eds., From Military Rule to Liberal Democracy in Argentina
David Rock, ed. Argentina in the Twentieth Century
William C. Smith, Authoritarianism and the Crisis of the Argentine Political Economy
Smith, Acuña, & Gamarra, eds. Latin American Political Economy in the Age of Neoliberal Reform
Alain Touraine, Palavra e Sangue
Wiarda and Kline, eds. Latin American Politics and Development
Gary Wynia, Argentina: Illusions and Realities]

April 26 - May 3

12. The Political Alternatives: Authoritarianism, Democracy, Revolution, and Populism

* Vanden and Prevost: Chapters 8, 10, 13 (“Cuba”/Prevost), 17 (“Venezuela”/Hellinger), & 19 (“Nicaragua”/Vanden and Prevost)
* Winn: Chapter 13 (“Making Revolution”)
[John Booth, The End and the Beginning: The Nicaraguan Revolution
Phillip Brenner et al., eds., The Cuba Reader
Jorge Dominguez. Cuba: Order and Revolution
James Dunkerley, Power in the Isthmus
Susan Eckstein, Back from the Future
Susan Eckstein, ed. Power and Popular Protest
Malloy & Seligson, eds. Authoritarians and Democrats: Regime Transition in Latin America
G. Prevost and H. Vanden, eds., The Undermining of the Sandinista Revolution
Joseph Tulchin, ed. The Consolidation of Democracy in Latin America
Schulz and Graham, eds. Revolution and Counterrevolution in Central America and the Caribbean
Smith, Acuña, & Gamarra, eds. Democracy, Markets, and Structural Reform in Latin America
Timothy Wickham-Crowley. Guerrillas & Revolution in Latin America.
Von Mettenheim & Malloy, eds. Deepening Democracy in Latin America]
The classroom experience is the heart of liberal education, and as such is the most important aspect of your Skidmore College education. Presumably, if you did not agree you would not be attending Skidmore. The faculty of the Government Department takes this understanding as the basis of our educational efforts. It is in an attempt to honor the centrality of the classroom experience that we offer this department policy on civility and comportment.

As is stated in the Student Handbook, your presence at Skidmore College is contingent upon your acceptance of, and full adherence to, the Skidmore College Honor Code. This honor code is distinct from the oath you take when writing a paper or taking an exam – it is in fact much more all-encompassing, and much more demanding.

The Code includes the following statement: “I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the College regulations.” Elsewhere, the Code also calls all Skidmore students to “conform to high standards of fair play, integrity, and honor.”

What does it mean to do act honestly, with integrity, and according to high standards of fair play, particularly in the classroom? In our view, it includes, minimally, the following:

1. No student shall lessen the learning experience of others in the classroom by arriving late to class.
2. No student shall lessen the learning experience of others in the classroom by leaving the classroom while class is in session, except for true medical emergencies.
3. Cell phones must be turned off during class.
4. No student shall disrupt the learning experience of others in the classroom by talking to a neighbor, writing notes to other students, reviewing one’s mail, reading the newspaper, completing homework for other classes, or playing with the laptop computer, while class is in session.
5. No student shall disrespect other Skidmore students, professors or the housekeeping staff by putting feet on the desks or other furniture in the classroom, or by leaving trash, food, or recyclables in the room at the end of the class session.

While we will hold all students to these minimal expectations, we also have some suggestions for those who seek to go beyond the bare minimum of civil classroom comportment to become the type of mature, responsible, active learners who are an asset to any classroom and society at large. These include the following:

6. Every student should take copious and meaningful notes both on assigned readings and during classroom sessions. Note taking is an important skill— if you do not already possess it, you should acquire it.
7. Every student should take some time to review the notes that he or she has taken on the day’s assigned reading before each class meeting. You will be amazed how much more invested and engaged in the class you will feel if you go into the classroom well-prepared.

8. Disruptions in class can be a significant impediment to learning, and no member of the Skidmore community—including faculty and students—should tolerate them. Thus every student should take responsibility for holding his or her peers and classmates to both high academic standards and high standards of civility. If people around you are chatting, passing notes or otherwise detracting from the overall quality of YOUR classroom experience, don’t let them get away with it.

9. Individual faculty members in the Government Department will determine the level of sanctions for disruptive behavior.