Description of the Course

In the 1980s, an unprecedented change took place in Latin America: nations began to turn toward democracy and the market. In the 2000s, some countries moved in the opposite direction, toward less democracy or less market orientation, or both. This seminar will examine the literature on the evolution of market democracies in Latin America since the 1980s. During the first two thirds of the course, we will focus on the following questions: To what extent are markets and democracy mutually reinforcing? Why did Latin America maintain an inward-oriented economic model for so long (in contrast to East Asia)? On the second third of the course, we focus on why transitions to market economies are politically difficult, examining different hypotheses that might explain the capacity of countries to move forward with both democracy and market reforms. In the last third of the course, we look at more general themes. Why was there a backlash in some countries and not others? Who gained and who lost from market reforms? Is there a connection between the type of political parties and the type of economic change? What explains the rise of anti-market and leftist presidents in the 2000s.

This is a course that seeks to introduce students to three separate literatures in comparative politics: 1) political economy of development; 2) quality of democracy; and 3) country-specific literature.

Readings

This seminar relies heavily on reading assignments. The readings will average 180 pages per week during the first three months, and about 140 pages per week during the last month. It is essential that you complete the reading assignments prior to class. There are no formal lectures and no in-class final exam.

Some of the readings are highly technical (i.e., they may include econometrics/mathematical tools or political science jargon). Do not be put off by this. This course is not intended for the specialist, even if some of the authors that we will read wrote for a specialized reader. Just make sure that you understand the overall point of any highly technical piece. Pay most attention to the Apolitical” issues associated with the points that authors are making. Feel free to raise questions in class about issues that you did not understand.

Other readings are less technical, but are empirically very rich (i.e., they are full of examples from many cases). It is important to absorb as many empirical details as possible, but you should not let the level of empirical detail overwhelm you. The most important requirement is that you understand the overall points, appreciate the strengths and weaknesses of the arguments, and identify crucial events.

Most of the readings are contained under the library’s e-reserves database. Only officially registered students will have access to these readings. You will need to login, access the site for this course, download the readings, and print them.
In addition, the following required books are available for purchase at Jeffrey Amherst Bookstore in town:


Two useful texts providing historical or supplementary background about both the region as a whole as well as individual Latin American cases are:


Requirements and Grading:

- Participation (including 2-page papers) 35 percent
- Oral Presentation 20 percent
- Paper: First Draft (Outline/Bibliography) 10 percent
- Paper: Final Draft 35 percent

Participation and Expectations

Participation is a fundamental axis of this course (35 percent of your grade). Students are expected to be prepared for every class. This means completing the reading, thinking critically, remembering arguments, forming associations with other arguments studied in class, and evaluating competing arguments.

Class meetings provide a chance to discuss the readings, work through the arguments, review cases, evaluate competing arguments, and engage in lively exchanges. Attendance is mandatory. Attendance, however, is not the same as participation. The latter is the extent to which you make a qualitative contribution to the discussion in progress. It entails addressing the issues raised by me and fellow students, as well as raising your own issues.

Two-page papers: As part of your participation grade, you are required to submit four two-page papers by 10am the day of any of our class meeting. These papers should be based on the readings assigned for the day that you submit your paper. You decide which day to submit a paper. You should try to write about aspects from the readings that you found insightful, puzzling, contradictory, debatable, remarkable, etc. Comparing arguments or applying arguments to cases is always an excellent idea. I will read the papers before class and use them to prepare discussions. The papers will not be graded in the conventional way, but they will be part of your participation grade.

NB: The first two two-page papers are due before mid October.
Oral Presentations

All students are required to do an oral presentation based on any of the countries identified in the syllabus: Argentina, Brazil, Bolivia, Chile, Cuba, Ecuador, Peru, or Venezuela. These presentations will be done as team work. Each team should have 2 to 4 students. The teams will cover the material listed on the syllabus, and at least 2 additional readings, to be approved by me. The presentation will include at least two charts depicting some aspect of the country’s political economy of development, comparatively (either through time or in relation to other countries).

Research Papers

You have four options for your final paper:

1) A literature review (an expansion of a topic discussed in class, attempting to synthesize, analyze, and integrate at least 10 more theoretical pieces on the subject).
2) Assisting me with one of my research papers (probably working with a team).
3) Your own research paper due at the end of exam period.
4) A summer Internship project (more on this later).

Attendance: You are allowed to miss one class; additional absences will affect your grade.

Communication: The primary means of communication is via email (rather than texting or phone calls). You should check your email regularly.
### PS89: List of Assignments

(P) = For Purchase

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Part 1: On Markets and Democracy: Theory</strong></td>
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</tbody>
</table>
| Thu Jan 23 | **Introduction to the Course**  
**Theory: Democracy and Markets**  
Schmitter, P. and Terry Lynn Karl. 1991. "What Democracy is...and is Not.”  
| Tue Jan 28 | **More Theory: Democracy, Markets, and Growth**  
| Thu Jan 30 | **Statism, ISI and Populism: Latin America from 1930s to 1970s**  
| Tue Feb 4  | **Statism, ISI, and Populism II: Rent-Seeking**  
(P) Krueger, Anne O. in Frieden et al., pp. 10-17.  
(P) Cardoso and Helwege in Frieden et al., pp. 155-164.  
| Thu Feb 6  | **Why No “Asian Tigers” in Latin America?**  
(P) James E. Mahon, in Frieden et al., pp. 165-172.  
**Did the problem start in the 19th century: Institutions v. Structures** |


### Part 3: Market-Oriented Reforms, 1980s-1990s

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tue Feb 11</td>
<td><strong>Why Are Market Reforms Politically Difficult?</strong></td>
<td>(P) Williamson in Frieden et al., pp. 18-23.</td>
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<td></td>
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<td>(P) Rodrik in Frieden et al., pp. 59-71.</td>
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<td></td>
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<td>(P) Haggard and Webb, in Frieden et al., 71-80.</td>
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<tr>
<td>Feb 17 -</td>
<td><strong>No Classes</strong></td>
<td>Students interested in internships meet with CCE staff</td>
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<tr>
<td>Mar 4</td>
<td><strong>Exploring Internships</strong></td>
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<td></td>
<td><strong>Exploring Research Topics</strong></td>
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<td></td>
<td>(P) Corrales, Javier, in Domínguez and Shifter, 2013</td>
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<tr>
<td>Thu Mar 6</td>
<td><strong>Discussion of Research Options/Internships</strong></td>
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<td>3 hrs</td>
<td><strong>Hypothesis 2: The “advantages” of authoritarianism</strong></td>
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<td>(P) Geddes in Frieden et al., pp. 237-246.</td>
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<td>Tue Mar 11</td>
<td><strong>Hypothesis 3: Credibility and Shock Treatments</strong></td>
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<td></td>
<td><strong>Hypothesis 4: The “Advantages” of Economic Crises</strong></td>
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<td>(P) Corrales, Javier, pp. 3-75.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<td>Mar 18, 20</td>
<td>Spring Break</td>
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**Part 4: The Post-Neoliberal Era**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Venezuela</td>
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<td></td>
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<td>(P) Alvarez, in Domínguez and Shifter (2013),</td>
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<td>(P) Corrales, in Weyland et al. (2010).</td>
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<td>class</td>
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<td>(P) Mazzuca, Sebastián, in Domínguez and Shifter (2013).</td>
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<td>Ecuador</td>
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<td>Tue Apr 1</td>
<td>Bolivia</td>
<td>(P) Gray-Molina, in Weyland et al. (2010).</td>
</tr>
<tr>
<td>Thu Apr 3</td>
<td>Peru</td>
<td>(P) Levitsky in Domínguez and Shifter (2013), pp. 282-315</td>
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<td></td>
<td>Constitutional Change: Venezuela, Bolivia, Ecuador</td>
<td>Corrales, Javier. chapters on Bolivia and Ecuador</td>
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<tr>
<td>Tue Apr 8</td>
<td>More on Constitutional Change</td>
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<td>Thu Apr 10</td>
<td>No Class</td>
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<td>Tue Apr 15</td>
<td>Chile</td>
<td>(P) Huber, Evelyne, Jennifer Pribbel, and John D. Stephens, in Weyland et al., pp. 77-99.</td>
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<tr>
<td>Until 4:30p</td>
<td></td>
<td>(P) Siavelis, in Domínguez and Shifter, pp. 204-232.</td>
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</table>
Comparisons with Venezuela

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<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>Readings</th>
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</table>
| Thu Apr 17 | Argentina | (P) Corrales (2002), pp. 211-224  
(P) Calvo y Murillo, in Domínguez and Shifter (2013).  
Tommasi, Mariano, and Carlos Scartascini, in Santiso and Dayton-Johnson (2012), read pp. 273-284 only |
| Tue Apr 22 | Brazil    | (P) Kingstone, Peter and Aldo F. Ponce, in Weyland, et al. (2010)  
(P) Samuels, in Domínguez and Shifter (2013).  
| Tue Apr 29 | Pending Social Issues | (P) Inter-American Development Bank in Frieden et al., pp. 287-297:  
(P) UNCTAD, in Frieden, et al., pp. 298-306  

<table>
<thead>
<tr>
<th>Date</th>
<th>Conclusion</th>
<th>Readings</th>
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(P) Domínguez in Domínguez and Shifter, 2013.  
(P) Weyland, Madrid and Hunter. |
Drug overdoses now outrank automobile accidents as the top cause of accidental deaths among Americans. "One might expect such news to spur politicians to explore new options for drug abuse treatment, prevention and enforcement. Instead, at precisely the wrong time, extremists on both sides have taken over the conversation," writes Sabet. He says historically, drug policy advances have been forged by moderates, but lately, the only people talking about the problem are libertarians who advocate legalization and hard-liners who advocate only incarceration. But he says "a new range of cost-effective, evidence-based approaches to prevention, treatment and the criminal justice system" now exist and should be drawn upon to find a middle ground. "Most recently, R. Gil Kerlikowske, President Obama's top drug policy adviser, introduced a sensible four-point plan to curb prescription drug abuse ... Yet his plan received little attention from the news media or Capitol Hill."