



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

PSC 5683-221: Politics in Latin America

Course Description:

This course is designed as an exploration of Latin America and its politics to students who may have little exposure to the region. Rather than examine the particular features of a subset of countries, we will instead use a broad-based thematic approach. We will focus on an array of macrolevel economic, political and socio-cultural trends that have come to define the region. We will, of course, use specific examples from a variety of Latin American countries to illustrate how these thematic components play out in various national settings.

Class Dates, Location and Hours:

Dates: July 24 – 29, 2018
Location: Vilseck, Germany. Please contact Site Director for classroom location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: June 25, 2018

Site Director:

Email: apvilseck@ou.edu. Phone: CIV 011-49-9662-83-2069; DSN 476-2069.

Professor Contact Information:

Course Professor: Jeffrey J. Ryan, Ph.D.
Mailing Address: Department of Political Science
Old Main 428
University of Arkansas
Fayetteville, AR 72701
Telephone Number: (479) 575-3356
E-mail Address: Jeffrey.J.Ryan-1@ou.edu or jeffr@uark.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online

1. Millet, R. S., Holmes, J.L., & Perez, O.J. (2015). *Latin American democracy: Emerging reality or endangered species* (2nd ed.). New York: Routledge. ISBN 9780415732611.

2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

- To introduce the student to the study of politics in contemporary Latin America.
- To explore continuities and changes across the broad arc of Latin America history from Pre-Columbian times to the present.
- To understand the dynamics of regime consolidation and failure across the region's predominant governing arrangements (e.g., authoritarian, democratic and populist).
- To discuss some of the pressing issues confronting contemporary democracies in Latin America.

Assignments, Grading and Due Dates:

Pre-Class Assignment (30%)

As is customary in many AP courses, students will be expected to complete a substantial amount of reading as well as a written assignment prior to the onset of classes. You are strongly encouraged to begin working on this course several weeks before our first meeting, since as you know better than most, work schedules can fluctuate wildly and unpredictably. The pre-class assignment is **due no later than the beginning of the second day of the course. (Important:** Unless the student submits this assignment at least 72 hours before the first class period, it is unlikely that the instructor will be able to provide feedback until after the course has ended.) Work submitted after the deadline will be progressively downgraded.

Specifics regarding the pre-class reading and writing assignments are provided in Appendix One near the end of this syllabus. As noted above, if you need help accessing the Canvas system, contact your Site Director promptly, since Canvas will be the chief portal through which all course-related activity will pass. It is the student's responsibility to obtain and complete the assignment by the second day of classes. The completed pre-class assignment should be sent to the Canvas drop-box using the file name protocol: YOUR LASTNAME-SITE CODE-ASSIGNMENT NUMBER (e.g., for the pre-class assignment at Vilseck it would be YOUR LASTNAME-VI-1.pdf). As noted in the assignment guidelines, your paper must be submitted as a PDF file. Also, just to be clear, you need to submit an actual file, **not** a link to a site like Google Docs. Please note that this is a requirement, not a suggestion. I have had an untold number of problems with alternative file type submissions and this causes unnecessary delays in the grading process. Your compliance with submission guidelines will help ensure a smoother process and will be greatly appreciated.

Class Presentation (15%)

On the last day of class, students will be required to give a short presentation. The theme for the presentation is 'good news' about/from Latin America. I am purposefully defining that theme in the broadest possible manner to give you as much latitude as possible. The overarching objective of this segment is to focus attention on some of the many examples of Latin Americans, individually or collectively, working to bring about positive change in their societies. Your case can be contemporaneous (i.e., currently ongoing) or historical (i.e., from any time in the near or distant past), and can focus on any sovereign country (i.e., no 'dependent territories' such as Puerto Rico, French Guiana, etc.) in the hemisphere except the US and Canada. It is entirely up to you to define positive change. Why 'good news' on the last day of classes? Because we will have spent much of the rest of the time talking about news of a decidedly less 'good' nature, which necessarily paints a skewed picture of a region that (for me) fits a bit too uncomfortably close to historical stereotyping.

The length of the presentation will be roughly 15 minutes, though this may vary depending on class enrollment size. You are free to use whatever delivery format you feel most comfortable with, including a

presentation that does not (*gasp!*) feature PowerPoint. You are, of course, welcome to use PowerPoint, but also feel free to speak extemporaneously, write on the board, use sock puppets, perform an interpretive dance, etc., if the spirit moves you. You are not required to hand anything in nor do you need to provide source citations for this particular class component.

Post-Class Assignment (40%)

There is a final written assignment due two weeks after the final class, which like its pre-class counterpart, should be sent to the drop-box at the Canvas course site. Also like that first written assignment, details regarding the post-class work are available in Appendix Two of this document and should use the same file name protocol as that used for the Pre-Class Assignment, with the appropriate assignment number: YOUR LASTNAME-VI-2.pdf.

For both pieces of written work (indeed, for **any** written work), it is **crucial** that you appropriately cite any and all sources for material that is not your own. Any of the predominantly used academic citation styles are acceptable, including use of a reference page, footnotes/endnotes, etc. What is categorically **not** acceptable is a failure to adhere to proper citation requirements. If you are at all unclear regarding citation standards, it is imperative that you familiarize yourself with such standards before submitting any written work.

Here is a site that I happen to think is a tremendous resource (notwithstanding the curious choice of a name): www.plagiarism.org. If you have even a *scintilla* of doubt about anything to do with the citation process, this is your place for one-stop shopping.

Pro tip: Over the course of a 20+ year teaching career, I have never once heard of a student's work being graded downward as a result of 'over-citation.'

Grading:

This is a letter-graded course: A, B, C, D, or F. Course grades will be based on two written assignments (pre-class and post-class), a class presentation and overall class participation, according to the following weighting scheme:

Assignment	Due Date	Grade Weight
Class Participation	Throughout the course	15%
Pre-class Assignment	No later than second day of class, July 25, 2018	30%
Class Presentation	Last day of class, July 29, 2018	15%
Post Seminar Assignment	10 days after last day of class, August 8, 2018	40%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Appendix One: PSC 5683-221 Pre-Assignment Guidelines

Politics of Latin America

Dr. Jeff Ryan

Vilseck: Summer 2018

Your task for the pre-class assignment is to place yourself in the position of chief advisor to a **fictional** newly elected president of an **actual** country in Latin America of your choosing. In other words, you should choose a real country and then ‘invent’ an incoming executive of your design. You should then produce a comprehensive briefing that focuses on the three most pressing challenges facing the new government. Your brief should frame these challenges as obstacles or hindrances to the realization of some macro-level national objective, e.g. economic development, social cohesion, national security, rule of law, etc. (Note: these are just a few examples, not an exclusive list of the many, many goals an incoming administration might prioritize) This discussion should be analytical, not descriptive, meaning you should primarily ask “why” questions rather than “what” questions.

Your next task is to propose a policy agenda for the new president that addresses these challenges. The agenda should be both concrete (i.e., not “we will try to reduce poverty”) and have a genuine potential for making progress given current political, social and economic realities in your country. This section, too, should be analytical and realistic, but **not** “fatalistic” in the sense of “nothing can be done.” While your policy priorities will obviously be a reflection of your administration’s political orientations (which you should describe at the outset, e.g., strict neoliberal, radical populist, pragmatic leftist, etc.), you should approach the brief primarily as a pragmatic policy advisor, not an ideologue.

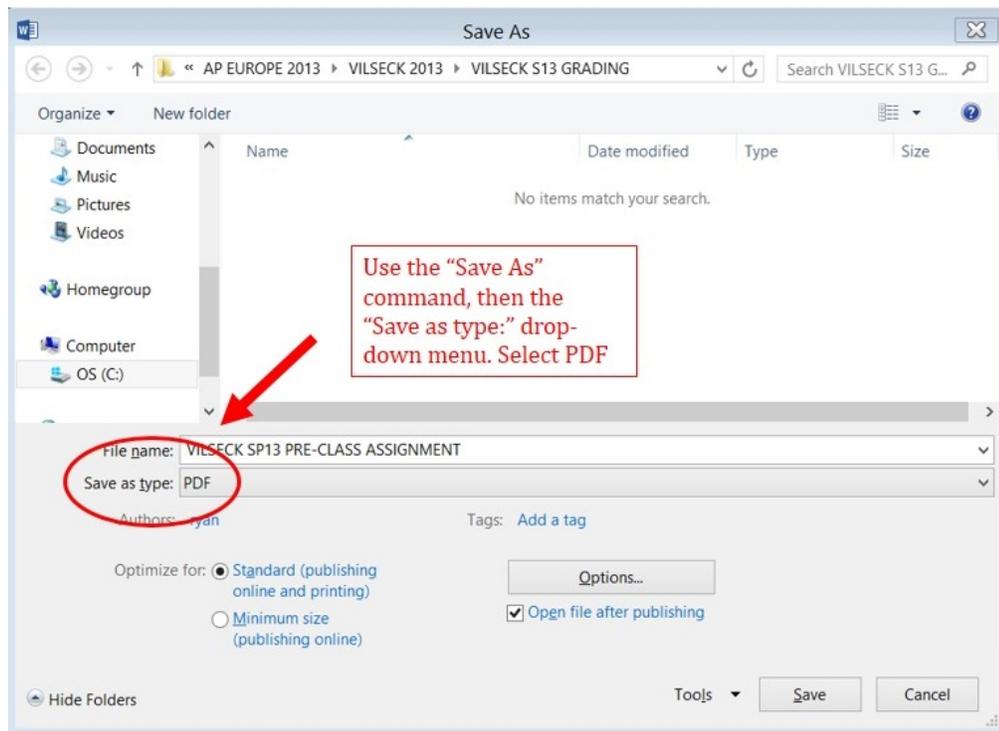
Here are some other specifics related to the assignment:

- Your brief/paper has no minimum number of pages but does have a maximum of nine (9) total double-spaced pages, **not** including sources or citations. Try for at least a very rough balance across your three issues so we don’t see eight pages on one and a single page for the remaining two challenges. Also, please limit your country choices to Spanish or Portuguese-speaking democratic nations (loosely defined as ones where periodic elections are held) in the region, meaning no Cuba, no Jamaica, etc.
- By this point in your academic career, you are likely very familiar with the strict guidelines governing the use of sources in your written material. Please be aware that I take proper citation extremely seriously and that I very strongly encourage you to be borderline fanatical in citing your sources. If you are not exactly sure about when and how to cite, it is incumbent on you to become familiar with accepted academic practices in this regard. I have unfortunately been forced to **fail** students in this course for not following citation standards. I cannot emphasize strongly enough how serious this is, so let me just state it as plainly and bluntly as I can: **if you do not follow established citation guidelines, you will fail this assignment and possibly the course.** The ugly word for not citing material, whether by design **or** by sloppiness, is plagiarism. Please, please do not take this lightly.
- When it comes to citation format, I’m flexible as to the style you use (e.g., footnotes, endnotes, in-text citation, MLA, APA, Chicago, etc.), so long as you actually **do** use an established style. In other words, please follow one or another of the generally accepted style guidelines. Please note that simply inserting a web link is **not** considered a citation.
- Your work will be much stronger if you utilize sources in an effective way to buttress the points you are making. What do I mean by ‘effective’? Well, for one, not relying exclusively on Wikipedia, CIA World Factbook, Webster’s Dictionary, etc. For another, not using sources that have little or nothing to do with whatever point you’re actually trying to make. Just because a source mentions the country you’re writing about doesn’t mean it’s particularly relevant to the points you are trying to make. Another Pro-Tip: make a friend of Google Scholar (<http://scholar.google.com/>). It is where many academics, including me, start when doing their own research. For many (most) of the sources there, you’ll have to do a bit of gymnastics to actually get to the source you want to use. First, find the source in Scholar. If you click on it,

chances are you will come to a publisher site where it tells you to log in to access the article. You won't be able to. Instead, cut/paste the title of the piece into your OU library account search engine (e.g., Ebsco, Proquest, etc.) and you'll more than likely be able to find the full text article. But this is your best bet when looking for academic source material.

- The completed pre-class assignment should be submitted following all of these protocols:
 - Submit your paper to the Canvas drop-box titled "PRE-CLASS ASSIGNMENT";
 - Name your file using this format: LAST NAME-SITE CODE-PRE.pdf. Thus, if I were submitting a paper for our class here in Stuttgart, my file would be titled RYAN-VI-PRE.pdf. **Please** follow this naming protocol as it helps me keep files straight. We wouldn't want someone else to get credit for your masterpiece, now, would we?
 - Submit file as a PDF, **not** a Word document or other file format. You don't need any fancy software or conversion tool to do this. You can save a Word file as PDF using "Save as type:" from the drop-down menu under the "Save As" command. [See below]
- I've tried to answer as many questions as you might have (and maybe a few you don't!) here, but please feel free to get a hold of me if there's anything you're not clear on.

Saving a Word document as PDF



Appendix Two: PSC 5683-221 Post-Assignment Guidelines

Politics of Latin America

Dr. Jeff Ryan

Vilseck: Summer 2018

Due Date: Wednesday, May 31

For our post-class assignment, we'll be doing a bit of what's called 'political forecasting.' The objective in forecasting (and in your paper) is fairly straightforward: based on current trends and past history, what will the political landscape look like in the short (2-3 years), medium (8-10 years) and long (15-20 years) term? By political landscape, we mean things like:

- Power configurations
 - What actors (political parties, social movements, private interests, state institutions, economic sectors, individuals, etc.) exercise significant influence in the political environment?
- Power resources
 - What political 'currencies' (e.g., wealth, mass support, economic importance, moral status, personal charisma, etc.) predominate in the system?
- System dynamics
 - What mechanisms exist to 'process' or manage change in the political system? Are such mechanisms institutionalized (i.e., part of a recurring pattern, as with elections) and is there a consensus regarding their legitimacy (i.e., is there near universal agreement on the 'rules of the game' when it comes to things like holding office)?
- Constituencies
 - Which social sectors are effectively represented in the political realm? Which are marginalized?
- Central debates
 - What issues are most salient in the nation's political discourse? Which are largely ignored?

This is neither an exhaustive list nor a set of 'checkboxes' that you must address in your forecast. But it **should** give you a fairly solid idea of what sorts of things you should be considering. So too will the examples I've posted on Canvas, though the depth and emphasis of these vary quite a bit. One thing I do need to point out is that your focus should be almost exclusively on the **domestic** political landscape, not the international one. This should most definitely **not** be a US foreign policy paper or an analysis of the global trade and international investment patterns or a profile of the country's relationships with its neighbors. Of course, all of these things 'matter' and it is often next to impossible to draw a clean line separating domestic vs. international affairs. Nonetheless, your attention should be centered squarely on what is happening **within** your particular country, not **without**.

Any forecast generally contains a number of 'contingent predictions' wherein you say something along the lines of, "If the Supreme Court rules that presidential term limits are unconstitutional, then current President Gonzalo will likely serve for many years to come. If the court upholds term limits, Gonzalo's influence will fade rapidly because her party is basically just a vehicle for getting her elected, not a party built to mobilize mass support and govern."

Additional Guidelines:

- Your analysis **must** address at least two of the three time horizons (short, medium and long) noted above.
- The assignment is due on Wednesday, May 31st. This is a 'hard' deadline and a penalty of 5% (or half a letter grade) will be applied for each day the assignment is late.
- Revisit the scary language in the pre-class assignment concerning proper citation of sources. Here, I'll help...this is part of what I said: "**bluntly [put], if you do not follow established citation guidelines, you will fail this assignment and possibly the course.**" It is **your** responsibility to be aware of the rules governing the use of source material and to follow them scrupulously. I shouldn't need to say this, but evidently I do: cutting and pasting material from a source and then simply adding a parenthetical citation behind it is **not** acceptable. If you use

someone else's material verbatim, you **must** put it in quotation marks. Once more: if you don't consider yourself **fully** aware of citation rules, you need to read up on them. You will avoid all sorts of potential bad juju in your work at the graduate level if you learn these rules.

- The same length requirements associated with the pre-class assignment apply here too. There is no page minimum, but there *is* a maximum: nine (9) total double-spaced pages, **not** including sources or citations.
- As with the pre-class assignment, the post-class assignment should be sent to the Canvas drop-box using this file name protocol: LASTNAME-SITE CODE-POST, e.g., my post-class assignment file name would be RYAN-VI-POST.pdf.
- Please **submit your paper as a PDF file, not** a Word (or other format) file.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Jeffrey J. Ryan, Ph.D.

Education

- 1989 Ph. D., Political Science, Rice University
- 1987 M.A., Political Science, Rice University
- 1983 B.A., Technical Journalism, Colorado State University

Current Positions

- Associate Professor of Political Science and Latin American Studies, University of Arkansas, Fayetteville, AR (1990-present)
- Advanced Programs professor since 2002

Frequently Taught Advanced Programs Courses

- Politics in Latin America
- Inter-American Politics

Major Areas of Teaching and Research Interest

- Political violence, revolution, terrorism, guerrilla warfare
- Political institutions, parties and party systems, electoral turnout, anti-immigrant voting
- Decentralization, municipal reform, local government

Teaching Awards

- Imhoff Award for Outstanding Teaching and Student Mentorship, 2011.
- Honors College Outstanding Mentor Award, 2011.
- Office of Nationally Competitive Awards Faculty Gold Medal, 2011.
- University Undergraduate Research Excellence Award—Mentor, 1998, 2005 & 2011.
- Fulbright College Harold Hantz Departmental Honors Scholar Award, Outstanding Mentor, 2004.
- Fulbright College Master Teacher, 1996.

Representative Publications

- “Anti-Immigrant Voting in the Global South: A Curvilinear Approach in Costa Rica.” *The Midsouth Political Science Review*. 17: 27-52. (2017).
- “Turning on Their Masters: State Terrorism & Unlearning Democracy in Uruguay.”, in Cecilia Menjívar & Néstor P. Rodríguez, eds., *When the State Kills: Contemporary State Terror in Latin America*. Austin, TX: University of Texas Press. (2005).
- “Decentralization & Democratic Instability: The Case of Costa Rica.”, *Public Administration Review* (January 2004).
- “Abstencionismo Electoral y Reforma Neoliberal en Latinoamérica: Una Muere Dolorosa.” *Derecho y Cultura* 6. Mexico City. (Verano 2002).

Representative Presentations

Dr. Ryan has presented his work at numerous conferences in the United States, as well as internationally, in places like Cuba, Guatemala, Ecuador, Colombia, Chile, Venezuela and Argentina.

- “Oferta De Capacitación en GPRD para los Gobiernos Subnacionales por parte de las Universidades.” Invited speaker, IABD/World Bank Conference. III Seminario Regional de GPRD en Gobiernos Subnacionales. Quito, Ecuador. September 2010.
- “Mis Compromisos Pendientes: Un Corridito de Guatemala 2008.” Invited speaker, INPAE Conference. La Colaboración entre Académicos y Gestores Públicos. Bogota, Colombia. May 2009.
- “A Cross-National Analysis of the Impact of Terrorist Attacks on Human Rights and Civil Liberties.” Midwest Political Science Association, Chicago, Illinois, April 2009.