

GOVERNMENT 253: LATIN AMERICAN POLITICS

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Office Hours: Monday 9:30-10:45, Friday 10:00-12, or by appointment – Diamond 253
Course Website: web.colby.edu/go253

Course Description

This course introduces students to some of the most pressing political questions that have affected everyday people in Latin America over the past century. Can Latin America escape its persistent problems with underdevelopment, poverty, and inequality? If so, what types of development models are most promising? What are the potentials and limitations of democratic governments in tackling these problems?

The course begins by examining the interplay between economic development strategies and the stability of democracy throughout the 20th century. Looking at the Argentine case, Part I will analyze how state-led development strategies contributed to the breakdown of democracy in the 1960s-70s, subsequent military rule, and the transitions to contemporary democracy in the 1980s. In Part II, we examine the implementation of free market reforms. In the 1980s, the statist development model that had dominated throughout the region came under attack and was replaced with a polar opposite economic model that embraced free markets. We will consider the economic and political consequences of these reforms in the 1980s and 1990s, with a focus on Mexico. In Part III, we will review the resurgence of leftist alternatives that emerged in the 2000s, comparing different models of the left that have emerged in Venezuela, Brazil, Bolivia, and debating their legacies. Did this shift to the left represent a challenge to the neoliberal economic model? What has been the record these leftist governments have in redressing the persistent problems of underdevelopment, poverty, and inequality? And why have we seen powerful backlashes against these leftist regimes?

Course Objectives

1. Gain a solid understanding of different theoretical frameworks used to analyze Latin America. This course should make it easier for you to read the newspaper and think critically about current events.
2. Learn about the history and political dynamics during recent history for select Latin American countries—namely, Argentina, Mexico, Venezuela, and Brazil.
3. Strengthen your critical thinking skills by applying social science methodological tools and causal inference. Students will learn to identify the causal claims of authors and to challenge their approaches and assumptions. These are skills you will bring to your other courses, and to your life after college.
4. Learn how to utilize quantitative and qualitative data to support causal arguments through a short research paper.

Assignments

The grade breakdown for the course follows:

10%	Reading Quizzes
1%	Map Quiz
18%	First Takehome Exam
20%	Second Takehome Exam
22%	Third Takehome Exam
18%	Policy Research Paper
11%	Class Engagement

Barring a documented emergency, **due dates are final**. Assignments will be marked down 1/2 a letter grade for each day late, starting at 11:59 pm on the due date. **If you turn an assignment in at 12:05 am, that counts as a full day late.**

Reading Quizzes

Students' comprehension of the readings (and, when applicable, films) will be tested at the start of most classes with short, 5-minute quizzes. The primary objective of these quizzes is to provide you with low-stakes opportunities to practice retrieving course information, which learning psychologists have identified as crucial in helping students retain material. A secondary objective is to provide me with information about the material that students find difficult, and to uncover any gaps or problem areas early on so we can adjust your approach to reading and studying well before the first exam.

The questions for these quizzes will come directly from the study questions and key terms posted on the course website. Quizzes cannot be rescheduled or made up. If you are absent or late to class, you will receive a zero on that quiz. However, I will throw out your two lowest scores in calculating your total grade. If you need extra time or other accommodations due to a learning difference, please speak to me as soon as possible.

Here are some strategies that have helped students prepare for the quizzes in the past:

1. Read the study questions and key terms *prior* to beginning your reading and use them to guide your reading;
2. Write out brief responses to the questions and definitions of the key terms immediately after you complete the reading;
3. Discuss your answers with classmates prior to class;
4. Meet with me during office hours to develop strategies to read and study more effectively.

Map quiz

We will have a map quiz in class (see the list of course assignments for the date). On the day of the quiz, I will hand out the blank map. A copy of this map is available on the course website to help you study. You must identify each country and its capital. You will only be responsible for Spanish and Portuguese speaking nation-states. In other words, you are *not* responsible for French- or English-speaking countries such as Haiti or Guyana, or for territories such as Puerto Rico. *Correct spelling is required.*

Countries and capitals you should know for the map quiz include:

- Argentina (Buenos Aires)
- Bolivia (La Paz)
- Brazil (Brasília)
- Chile (Santiago)
- Colombia (Bogotá)
- Costa Rica (San José)
- Cuba (Havana)
- Dominican Republic (Santo Domingo)
- Ecuador (Quito)
- El Salvador (San Salvador)
- Guatemala (Guatemala City)
- Honduras (Tegucigalpa)
- Mexico (Mexico City)
- Nicaragua (Managua)
- Panama (Panama City)
- Paraguay (Asunción)
- Peru (Lima)
- Uruguay (Montevideo)
- Venezuela (Caracas)

Takehome Exams

There will be three takehome exams for this course. All exams will be cumulative. The exams will include short answer questions, identification terms, and essays. The exams are open-note, but you may not discuss your answers with your classmates.

Policy Research Paper

Students will write a 9-10 page policy research paper for this class that draws on both primary and secondary sources. Students will identify a salient problem that calls for policy action for one Latin American country, and will write a paper that analyzes the origins of this policy problem and makes recommendations. The aim of this paper is to take your critical thinking skills and explore the real-world policy problems experienced in Latin American countries today.

Class engagement

Students are expected to be active participants in all classes. Your class engagement grade will reflect your overall input during class discussions and active engagement in two simulations. Students must be fully prepared at all times to discuss the readings and concepts from that day's material, and that of previous classes.

On the course website, I have provided study questions to help you prepare for each class. You are responsible for these questions during class, and you should dedicate a portion of your reading time to writing up brief responses to the questions. I will occasionally cold call on students to get the conversation moving along. **Bring PRINTED copies of all readings to class,** as well as your notes on the readings.

How much work do you need to put in outside of the class to make these kinds of contributions? On average, students are expected to put in approximately 10-12 hours of work per week for a four-credit class, as per U.S. Department of Education guidelines. Since you will be spending 2.5 hours in the classroom, this means you should be working about 7.5-9.5 hours per week for this course outside of the classroom. If you find that you are spending more than 12 hours per

week on the class, please see me to discuss strategies to read more efficiently—a skill that requires considerable practice.

Grading

If you put in time, effort, and a sense of curiosity, you will get a LOT out of this class, and your grade will reflect your hard work. As Colby students, I know that you are all smart. Your grade will reflect the work you put into the class. I have high standards, and I will give you the tools to help you learn core concepts and information, and to develop the skills needed to meet those high standards. The class is not curved, and nothing would make me happier than to have all students earn As in this class.

Grading Standards	
A	Exceptional work. Demonstrates superb understanding of the course material <i>and</i> outstanding critical thinking and analytic rigor. Goes beyond simply answering the prompt to craft a creative and insightful analysis. Communicates information in a clear, concise, and mechanically correct manner.
B	Good work. Demonstrates a strong grasp of course material and good analytic rigor, but with some errors (e.g. faulty assumptions in logic or some incorrect descriptions of an author's argument). May have some problems with structure or mechanics but overall easy to understand the main gist. Solid work, but not the most original or insightful analysis.
C	Mediocre work. Applies some course material and themes, but demonstrates considerable misunderstanding of material. Difficult to discern the student's argument and the logic supporting this argument. A number of serious problems with structure and mechanics.
D	Poor work. May attempt to apply some course materials and themes, but demonstrates very serious errors or misunderstanding of course material. The student doesn't appear to have any argument, and the assignment lacks structure entirely and has extensive problems with mechanics. Shows little effort.
F	Very poor work. Assignment is unrelated to course material and fails to address the prompt and guidelines. Reflects a lack of effort.

Grading Scale	
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	<60

How to Succeed in Government 253: Tips from Former Students

I emailed former GO 253 students that received As to ask their tips for how to do well in this class, and they made the following suggestions.

How to Prepare for Class

- Use the study questions Prof. Mayka gives you for each reading. They will help you understand the class discussion and will help with the reading quizzes. I talked over the questions with three other students before each class which helped a lot. – Student from Spring 2016
- When doing the readings try to think more about the big picture take-aways and the ways in which the examples in the text relate to the topics that we are discussing in class. I initially made the mistake of focusing too much on details rather than larger themes—

although details can be good to know as examples of themes they are not as important as your comprehension of the text as a whole. After finishing the readings take a few minutes to see if you can summarize each of them briefly, and it is even helpful to do this exercise as part of your notes. This process may seem tedious but will help you a lot in the long-run in answering quiz questions. – Student from Fall 2014

- Do all of the required readings, and write down 2-3 major points at the end of each print-out [of the article] right when you finish reading. It only takes a minute to do and this helped a lot with the reading quizzes and then ultimately for grounding my thoughts during in class discussion. – Student from Spring 2016
- In terms of the reading quizzes, I think it is important to reiterate many times that [Professor Mayka isn't] trying to trick students and pose questions that they haven't thought about. The quizzes we were given simply checked to make sure that we followed the guidelines for reading and understood key terms and questions. – Student from Spring 2016

Ask for Help

- Go to office hours. Professor Mayka can provide great advice on thinking through all elements of a paper (from choosing a topic, to finding good sources to use, to further developing your ideas). She can also help you to understand important class concepts—which is essential as these concepts tend to build on each other throughout the course. If you are struggling with some element of the course, it is important to see her early. – Student from Fall 2014
- This sounds simple but it is always good for incoming students to hear: [Professor Mayka was] always very helpful for me whenever I emailed or came to [her] with questions. – Student from Spring 2016

Participate in Class

- Participate in class. Even if you are someone who does not feel comfortable talking in class you should try to make at least one comment or ask one question during each class (as long as it isn't just a fluff comment). Class is much more interesting if everyone participates and Professor Mayka will notice. As long as you answer the study questions for the reading beforehand you will have something substantive to bring to the class discussion. – Student from Fall 2014

How to Do Well on Exams and Papers

- Start assignments early. Professor Mayka's take-home exams and papers are not meant to be completed the night before they are due. They require extended periods of time to think through the prompts and to gather relevant sources. Starting early is important to making sure that the assignments that you turn-in are high quality. – Student from Fall 2014
- For your research paper, think of an issue that interests you from the start—whether it be health, women's rights, or another topic. Then look into how these issues have impacted countries in Latin America and what case in particular you want to study. This allowed me to begin my search in a more focused manner and ensures that you will be studying a topic area that interests you. – Student from Spring 2016

- Take notes on all the readings. Make sure to write down page numbers because they will be helpful for writing essays and using citations. – Student from Spring 2016
- Working together with classmates is really helpful and essential for this class. I spent a lot of time studying for the final by bouncing ideas off of other students which helped me consider new ways of thinking about our topics. – Student from Spring 2016
- Lastly, I have really found with Prof. Mayka's classes that the more work you put in the better you do on essays and exams. – Student from Spring 2016

Creating an Environment of Mutual Respect

This class is a partnership between me as your professor, and you as students. Together, we will build a supportive, respectful, and productive environment to learn and to explore challenging questions about Latin American politics. Building this kind of environment requires mutual respect.

What do I expect from you, to create an environment of mutual respect? I expect students to arrive to class prepared to contribute, meaning that you have completed the readings and have written responses to the study questions. I also expect professional behavior in class. My benchmark is an important business or policy meeting. One arrives a few minutes early. One does not get up in the middle of a meeting and wander out for a bathroom break, a sip of water, or to text a friend. (Feel free to bring a beverage to class.) Repeated unprofessional behavior will be seen as a lack of engagement and will be reflected in your grade.

What can you expect from me? You can expect me to be tirelessly enthusiastic and to work hard for you, both in this semester and in future semesters when you need advising. I encourage all of you to stop by my office hours, even if you don't have a question and just would like to chat about the class, Latin America, or life after Colby. You can reach me best via email at LRMayka@colby.edu. I will respond to you within 24 hours during the week, and within 48 hours on the weekend.

Academic Misconduct

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing homework; plagiarism (including material from sources without a citation and quotation marks around any borrowed words—even if you include a citation); claiming another's work or a modification of another's work as one's own (including using a friend's paper from a previous semester as "inspiration" for the paper you will write); buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty (including letting a friend check out your work

for inspiration); misrepresentations to faculty within the context of a course (including being dishonest about physical ailments, emergency travel, or technological difficulties); and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty are assigned by an academic review board and may include failure on the assignment, failure in the course, or suspension or expulsion from the College.

For more on recognizing and avoiding plagiarism, see the library guide:
libguides.colby.edu/avoidingplagiarism

Electronic Devices

Laptops may only be used by those with special learning needs that have consulted with me in advance. Cell phones should be turned off during class.

Special Accommodations

If you need disability-related accommodations in this class, please inform me immediately.

Required Texts

- Peter Kingstone. 2018. *The Political Economy of Latin America: Reflections on Neoliberalism and Development after the Commodity Boom*. Second Edition. New York: Routledge.
 - NOTE: make sure to get the second edition!
 - You may also use the e-book version, but make sure you are reading the correct sections.

A copy of Kingstone has been placed on reserve in the library. All other readings have been posted on the course website.

Class 1 – Wednesday, September 4: Course Introduction

- *Recommended:* Kingstone – pp. 1-27.

Class 2 – Monday, September 9: The Legacies of Colonialism

- Daron Acemoglu and James Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Business. pp. 7-44.
- Eduardo Galeano. 1973/1997. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, 25th Anniversary Edition. New York: Monthly Review Press. pp. 1-8.

I. DEMOCRATIC BREAKDOWN, AUTHORITARIANISM, AND DEMOCRATIZATION**Class 3 – Wednesday, September 11: Import Substitution Industrialization and Populism**

- Kingstone – pp. 28-54.
- Ruth Berins Collier and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America*. Princeton: Princeton University Press. pp. 331-350.

Sunday, September 15:

- **Jamila Michener Talk, 5:00-6:15 pm, Parker Reed Room**
- ***Eva Perón: The True Story* Film Screening (time and location TBD)**

Class 4 – Monday, September 16: The Breakdown of Democracy

- Kirk Hawkins. 2010. *Venezuela's Chavismo and Populism in Comparative Perspective*. New York: Cambridge University Press. pp. 29-43.
- Ruth Berins Collier and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America*. Princeton: Princeton University Press. pp. 484-497, 721-742.

Class 5 – Wednesday, September 18: Overview: Military Rule

- David Collier. 2001. "Bureaucratic Authoritarianism," In *The Oxford Companion to Politics in the World*, 2nd edition, ed. Joel Krieger. New York: Oxford University Press. pp. 93-95.
- Hector Schamis. 1991. "Reconceptualizing Latin American Authoritarianism in the 1970s: From Bureaucratic Authoritarianism to Neoconservatism." *Comparative Politics* 23(2): 201-220.

Sunday, September 22: *The Official Story* Film Screening**Class 6 – Monday, September 23: Military Rule and Human Rights**

- Marguerite Feitlowitz. 2011. *A Lexicon of Terror: Argentina and the Legacies of Torture*. New York: Oxford University Press. pp. 21-71.
- *** *Map quiz* ***

Tuesday, September 24: Daniel Alarcón Talk, 7 pm**Class 7 – Wednesday, September 25: Democratic Transitions and Consolidation**

- Juan J. Linz and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore: Johns Hopkins University Press. pp. 190-204.
- Steven Levitsky. 2005. “Argentina: Democratic Survival amidst Economic Failure,” In *The Third Wave of Democratization in Latin America: Advances and Setbacks*, eds. Frances Hagopian and Scott Mainwaring. New York: Cambridge University Press. pp. 63-89.

Friday, September 27: Takehome Exam #1 due, 11:59 pm**II. THE POLITICS OF NEOLIBERAL REFORM****Class 8 – Monday, September 30: The Neoliberal Model**

- Kingstone – pp. 55-67.

Class 9 – Wednesday, October 2: The Politics of Neoliberal Reform in Mexico 1

- Javier Corrales. 2003. “Market Reforms.” In *Constructing Democratic Governance in Latin America*, 2nd edition, eds. Jorge Domínguez and Michael Shifter. Baltimore: The Johns Hopkins University Press. pp. 74-99.
- Harry Vanden and Gary Prevost. 2012. *Politics of Latin America: The Power Game*, 4th Edition. New York: Oxford University Press. pp. 336-340, 344-364. *Recommended*: pp. 340-344.

Class 10 – Monday, October 7: The Politics of Neoliberal Reform in Mexico 2

- Miguel Centeno. 1997. *Democracy within Reason: Technocratic Revolution in Mexico*. State College: Penn State Press. pp. 3-20, *Recommended*: 176-210.
- Edward Gibson. 1997. “The Populist Road to Market Reform: Policy and Electoral Coalitions in Mexico and Argentina.” *World Politics* 49(3): 339-370.

Class 11 – Wednesday, October 9: What Was the Impact of Neoliberal Reforms?

- Kingstone – pp. 77-89.
- Kathleen Staudt. 2018. “How NAFTA Has Changed Mexico.” *Current History* 117(796): 43-48.
- Watch: *Maquilapolis*

Class 12 – Monday, October 14: Democracy and Violence in Mexico after Neoliberal Reform

- Angélica Durán-Martínez. 2018. *The Politics of Drug Violence: Criminals, Cops, and Politicians in Colombia and Mexico*. New York: Oxford University Press. pp. 65-71, 90-110.
- Beatriz Magaloni and Zaira Razu. 2016. “Mexico in the Grip of Violence.” *Current History* 115(778): 57-62.
- Max Fisher and Amanda Taub. ["The Social Contract is Broken': Inequality Becomes Deadly in Mexico."](#) *New York Times*. September 30, 2017.
- *Recommended*: Gustavo Flores-Macías. 2018. “The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico.” *Comparative Politics* 51(1): 1-20.
- *Recommended*: Andreas Schedler. 2014. “The Criminal Subversion of Mexican Democracy.” *Journal of Democracy* 25(1): 5-18.
- *Recommended*: Radio Ambulante podcast: “Fue el Estado”

Class 13 – Wednesday, October 16: Populism and the Left in Mexico under AMLO

- Kenneth Greene and Mariano Sánchez-Talanquer. 2018. “Mexico’s Party System under Stress.” *Journal of Democracy* 29(4): 31-42.
- Jon Lee Anderson. “A New Revolution in Mexico.” *New Yorker*. June 25, 2018.
- Jon Lee Anderson. “Andrés Manuel López Obrador, Donald Trump, and the Error of Comparison.” *New Yorker*. July 3, 2018.
- Brian Palmer-Rubin. ["Mexico's President-Elect Has Offered Two Important Clues about His Approach to NAFTA."](#) *Washington Post*, Monkey Cage Blog. July 16, 2018.
- Rodolfo de la Torre. “Why AMLO Will Struggle with Mexico’s Poverty Rate—Just Like His Predecessors.” *Americas Quarterly*. August 12, 2019.
- Shannon O’Neil. “Lopez Obrador is Dismantling Democracy in Mexico.” *Bloomberg*. March 11, 2019.

Friday, October 18: Takehome Exam #2 due, 11:59 pm

Monday, October 21 and Wednesday, October 23: NO CLASS—ENJOY FALL BREAK

III. THE RESURGENCE OF THE LEFT AND POLARIZATION

Class 15 – Monday, October 28: Latin America’s Left Turn

- Kingstone – pp. 102-137.
- Kurt Weyland. 2009. “The Rise of Latin America’s Two Lefts: Insights from Rentier State Theory.” *Comparative Politics* 41(2): 145-164.

Class 16 – Wednesday, October 30: Party System Collapse in Venezuela and the Rise of Chávez

- Noam Lupu. 2014. “Brand Dilution and the Breakdown of Political Parties in Latin America.” *World Politics* 66(4): 561-602.
- Watch: *The Hugo Chávez Show* (2008)
- *Recommended*: Harry Vanden and Gary Prevost. 2012. *Politics of Latin America: The Power Game*, 4th Edition. New York: Oxford University Press. pp. 459-479.
- *Recommended*: Radio Ambulante podcast: “Boom/Colapso”

Class 17 – Monday, November 4: Venezuela under Chávez

- Margarita López Maya. 2011. “Venezuela: Hugo Chávez and the Populist Left,” In *The Resurgence of the Latin American Left*, eds. Steven Levitsky and Kenneth Roberts. Baltimore: Johns Hopkins University Press. pp. 213-238.
- Kirk Hawkins. 2010. *Venezuela’s Chavismo and Populism in Comparative Perspective*. New York: Cambridge University Press. pp. 15-49.
- *Recommended*: Radio Ambulante podcast “La Intérprete”

Class 18 – Wednesday, November 6: Venezuela: Polarization and the Future of Chavismo

- Planet Money podcast #731: “How Venezuela Imploded.”
- David Smilde. 2015. “The End of Chavismo?” *Current History* 114(769): 49-55.
- Michael McCarthy. 2017. “Venezuela’s Manmade Disaster.” *Current History* 116(787): 61-67.
- William Finnegan. “Venezuela, a Failing State.” *New Yorker*. November 14, 2016.
- News articles on Nicolás Maduro government.
- *Recommended*: Radio Ambulante podcast: “El Apagón”
- *Recommended*: Radio Ambulante podcast “Éxodo”

Class 19 – Monday, November 11: Brazil: The PT’s Adaptation to Neoliberalism

- Wendy Hunter. 2007. “The Normalization of an Anomaly: the Worker’s Party in Brazil.” *World Politics* 59(3): 440-75.
- *Recommended*: Harry Vanden and Gary Prevost. 2012. *Politics of Latin America: The Power Game*, 4th Edition. New York: Oxford University Press. pp. 381-407.

Class 20: Wednesday, November 13: Brazil: The PT in Power

- Wendy Hunter. 2011. “Brazil: The PT in Power,” In *The Resurgence of the Latin American Left*, eds. Steven Levitsky and Kenneth Roberts. Baltimore: Johns Hopkins University Press. pp. 306-324.
- Wendy Hunter and Natasha Borges Sugiyama. 2009. “Democracy and Social Policy in Brazil: Advancing Basic Needs, Preserving Privileged Interests.” *Latin American Politics and Society* 51(2): 29-58.

Friday, November 15: Research Paper Proposal Due 11:59 pm

Class 21 – Monday, November 18: The Resurgence of the Right in Brazil

- Wendy Hunter and Timothy Power. 2019. “Bolsonaro and Brazil’s Illiberal Backlash.” *Journal of Democracy* 30(1): 68-82.
- Lindsay Mayka and Amy Erica Smith. “Could Corruption Investigations Undermine Democracy in Latin America?” *Vox*. May 17, 2018.
- *Recommended*: Perry Anderson. “Crisis in Brazil.” *London Review of Books* 38(8): 15-22. April 21, 2016.
- Additional news articles about Bolsonaro government.

Class 22 – Wednesday, November 20: Legacies of the Left in Fighting Poverty

- Alisha Holland and Ben Ross Schneider. 2017. “Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America.” *Perspectives on Politics* 15(4): 988-1006.
- Sara Niedzwiecki and Jennifer Pribble. 2017. “Social Policies and Center-Right Governments in Argentina and Chile.” *Latin American Politics and Society* 59(3): 72-97.
- *Recommended*: Kingstone – pp. 138-155.

Sunday, November 24: Takehome Exam #3 due, 11:59 pm

Monday, November 25 and Wednesday, November 27: NO CLASS—HAPPY THANKSGIVING!

Class 24 – Monday, December 2: Comparing Populism in the U.S. and Latin America

- Robert Kaufman and Stephan Haggard. 2019. “Democratic Decline in the United States: What Can We Learn from Middle-Income Backsliding?” *Perspectives on Politics* 17(2): 417-432.

Class 25 – Wednesday, December 4: Course Takeaways: Can We Tackle Inequality while Preserving Democracy?

Wednesday, December 11: Research Paper Due—11:59 pm