

## SYLLABUS

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**Course Moodle Page: ACTIVE**

### Course Description

Latin America has emerged from more than two decades of economic reform and globalization as one of the world's primary regions of emerging market growth. It is no longer an area whose development depends exclusively on ties to the United States and Europe. In recent years, Latin America has begun to show signs of "decoupling"; of pursuing a diverse range of development pathways. While the study of Latin American development has for the last two decades afforded students a wide array of cases for the evaluation of "neoliberal reform," these reforms are now sufficiently consolidated that students may do serious comparative work on the "post-reform" policy agenda. Critical analysis of this "post-reform" experience will be the primary focus of this seminar.

The seminar will begin with a thorough review of the developmentalist period, its crisis during the 1970s and 1980s, and the politics of economic reform implementation and consolidation during the 1990s and 2000s. It will then move to a more focused and sustained consideration of the range of development pathways currently pursued in the region. Students will compare the more consistent market-oriented strategies of Chile and Mexico with the more heterodox experiences of Argentina and Brazil, the populist reactions in Venezuela, Ecuador, and Bolivia, as well as the more recent turn towards export-oriented "commodity boom" models in Brazil, the Southern Cone, and strategic Central American cases such as Costa Rica.

As a research seminar driven by the empirical, comparative study of the political economy of Latin America, students will participate in both collective and individual projects. All students will be divided into research teams to work on a common quantitative project involving economic, political, and social variables for up to 15 Latin American countries. Each team will maintain a country and variable portfolio for which they will be primarily responsible. The collective product will be a common dataset for use in individual student research papers that will culminate in both oral and written presentations at the end of the term. The individual projects are composable products for use in both of the major tracks (POSC/IR) of the Department of Political Science. *This course fulfills the upper level seminar requirement of the POEC.*

### What is Expected of Students

Students will be expected to read, think, criticize, and form arguments. That means that students must keep up in their reading assignments and attend class regularly. Since the research seminar

is organized around structured discussions, all students must be fully prepared *at all times* to discuss the readings and concepts in the course. The best students will be critical but balanced in their assessments, and will develop coherent arguments that they can defend in their writing and their in-class discussion. Attendance is required.

### **Reading Materials**

All of the reading materials for the seminar will be available on e-reserves. The professor will occasionally distribute handouts and clippings from various periodical sources, including *The International Economy*, the *Financial Times*, *The Economist*, and [www.voxeu.org](http://www.voxeu.org) (a major economics blog). All such items will be sent via email or links will be posted on the course's Moodle page.

Some students may not be as familiar with Latin American political or economic history or theory as others might be in this seminar. To assist these students, I have placed four important reference works on closed reserve at the library. All students are free to consult these works if they need a primer on certain concepts or historical events and figures. The recommended works are:

Peter F. Klarén and Thomas J. Bossert. 1986. *Promise of Development: Theories of Change in Latin America* (Westview Press). A collection of essays from previously published sources covering the major theoretical approaches to Latin American political economy.

John Sheahan. 1987. *Patterns of Development in Latin America: Poverty, Repression, and Economic Strategy* (Princeton). An excellent primer on the major issues in Latin American political economy and development pathways.

David Collier and Ruth Berins Collier. 2002. *Shaping the Political Arena* (University of Notre Dame). A massive tome covering the 20<sup>th</sup> century corporatist experience in several major Latin American countries.

Thomas E. Skidmore and Peter H. Smith, eds. 2005. *Modern Latin America*. 6<sup>th</sup> Edition. New York, NY: Oxford University Press. A basic history of Latin America.

### **Grading**

As a true research seminar the assessment of students' performance will focus on the process and work product of sustained research, both as part of a team and as an individual. The two research projects are connected, though the type of work and the end products are different and will be evaluated according to distinct criteria. Regarding the collective project, individual as well as collective effort and organization, in addition to the quality of preliminary reports on the data collection and analysis, will form the focus of evaluation. Concerning the individual project, the quality of the first draft, the oral presentation, and the final draft will be the focus of evaluation.

Seminar participation in the form of sustained discussion of readings and cases as well as structured debate performances will form the basis for evaluation. The grade breakdown follows:

<b>Group Project:</b> <ul style="list-style-type: none"><li>- <b>Data collection and preliminary reports</b></li><li>- <b>Data analysis</b></li></ul>	<b>30%</b> <b>(15%)</b> <b>(15%)</b>
<b>First Draft</b>	<b>15%</b>
<b>Oral Research Presentation</b>	<b>10%</b>
<b>Final Draft</b>	<b>30%</b>
<b>Class Participation</b>	<b>15%</b>

### The Group Project

By the end of the second week of the term, all students will be organized into data research teams of 3-4 and will be given a portfolio of Latin American countries and variables. The task of each team is to collect primary quantitative data for each of the variables and countries and to become experts on data sources for both halves of the portfolio. Each team will be responsible for the portion of the common project codebook and dataset represented by their portfolio. This will not only require extensive data gathering on-line and in the library, but sustained communication with other teams via Moodle. A handout on the group project will be posted on the course Moodle page by the end of the second week explaining the particulars of this assignment. The culmination of the group project will be the oral and on-line presentations on the development models represented by the selected group of countries in each team portfolio.

### The Seminar Paper

The culmination of individual student work in this seminar will be the composition of a seminar paper of 20-25 pages of text and a research bibliography of a minimum of three pages. The composition of the seminar paper will be broken down into the following steps:

- (1) By Friday, September 25, students will select a hypothesis from a list to be provided by the professor.
- (2) By Friday, October 2, students will hand in a copy of a research bibliography of no fewer than 3 pages, single-spaced. A handout will define the proper citation and reference format for the paper.
- (3) By Friday, October 23, students will hand in a first draft of the argumentative section

of their paper.

(4) On November 5, 10, 12, and 17 each student will orally present their research for no less than 15 minutes in the research seminar. All colleagues will offer their input and each student will receive explicit instruction in public speaking technique.

(5) On November 23, the final draft of the seminar paper will be due.

Consultation with the professor during each of these steps is crucial. Yet as an effort to focus thinking and improve its articulation in writing, students will occasionally prepare short 1-2 page papers (single-spaced) on the status of their projects (e.g., the main argument, how it interacts with the literature review, methods, etc.). Additionally, some seminar meeting time will be given over to discussion of the format and direction of paper topics and other related issues regarding the research process. One of the most important lessons of the seminar is that good research depends upon the input and support of colleagues. Each student will be expected to contribute their share to this effort.

Written work must all be typed, paginated, double-spaced with Times New Roman font and 12cpi font size and one-inch margins. (The bibliography is the one exception, though the professor will distribute a required format for it during the seminar).

All work must be turned in as PDF files unless otherwise indicated by 5 p.m. in the student's hand-in folder on the Courses directory on the due date specified below. *Late work will receive no credit.* Technical problems involved in converting and uploading work onto Courses or Moodle will not be accepted as reasons for late or improperly formatted work. Students are responsible for addressing all glitches unless they are systemic. Proper use of spelling, punctuation, and grammar is expected. Since ability to edit your own work and produce concise argument is a touchstone for assessing and developing your critical skills, students will not be allowed to surpass the required number of pages. A handout will be distributed with the particular parameters of each assignment well before the due date.

### Class Participation

Classroom discussions play a pivotal role in this course. Prior to each meeting, a selected number of students will be assigned the task of preparing discussion questions and/or talking points on the readings. These students will post preparatory materials for discussion on the course Moodle page no later than 24 hours before class begins.

Typically, the professor will begin each class session by offering a general overview of the issues to be discussed. The professor will also present a set of critical questions to structure discussion. After the overview portion, the seminar will proceed to student-led discussion and then general discussion. The class session will conclude with a brief review of the authors and readings for the next meeting. The seminar will include a brief break of about 5-10 minutes in the middle of each

class session whenever possible.

Classroom discussion will extend to non-class times in this seminar. As part of the regular participation requirement, students must contribute to an ongoing dissemination of ideas on Moodle. The professor will moderate the discussion and be responsible for the structure of the conference.

### Attendance

Consistent attendance in the course is required. If you know you will be absent due to a scheduling conflict involving athletic events, Model U.N., forensics, job interviews, or any other activity, please communicate that to the professor as soon as possible. Keep in mind that given the unique aspects of a class, you cannot really "make up" an absence.

### The Grading Scale

The following grading scale will be used in this course:

98-100 A+  
94-97 A  
91-93 A-  
88-90 B+  
83-87 B  
79-82 B-  
76-78 C+  
72-75 C  
68-71 C-  
67/below D/F

### Academic Misconduct

Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. Any act of academic dishonesty or misconduct will be referred to the Office of the Dean. For further information, see the useful link, "Academic Honesty Policy," available on the course webpage.

### Special Needs

Students requiring access to learning tools/special schedules approved by Student Support Services should contact the professor at the beginning of the course.

**NOTE: Readings must be completed for the dates assigned below.**

## **SECTION I**

### **FROM DEVELOPMENTALISM AND ITS CRISIS TO THE NEOLIBERAL ERA: A PRIMER ON ISSUES IN LATIN AMERICAN DEVELOPMENT**

#### **Liberalism and Structuralism (Tuesday, September 15)**

Carlos F. Diaz Alejandro. 2000. "Latin America in the 1930s." In *Modern Political Economy and Latin America: Theory and Policy*, Jeffry Frieden, Manuel Pastor, and Michael Tomz, eds. Boulder, CO: Westview Press.

Eliana Cardoso and Ann Helwege. 2000. "Import Substitution Industrialization," in Frieden, Pastor, and Tomz, eds.

Richard Feinberg. 2008. "Competitiveness and Democracy." *Latin American Politics and Society* 50:1 (Spring): 153-68.

#### **Crisis of Structuralism and Embedded Neoliberalism (Thursday, September 17)**

Jeffry Frieden. 1991. *Debt, Development and Democracy: Modern Political Economy and Latin America, 1965-1985*. Princeton: Princeton University Press, ch. 2.

James Mahon. 2000. "Was Latin America Too Rich to Prosper? Structural and Political Obstacles to Export-Led Industrial Growth," in Frieden, Pastor, and Tomz, eds.

John Williamson, "What Washington Means by Policy Reform," in Frieden, Pastor, and Tomz, eds.

Marcus J. Kurtz and Sarah M. Brooks. 2008. "Embedding Neoliberal Reform in Latin America." *World Politics* 60:2 (January): 231-80.

#### **The Politics of Implementing Neoliberal Reform: Three Schools of Thought (Tuesday, September 22)**

Societal/coalitional: Neal P. Richardson. 2009. "Export-Oriented Populism: Commodities and Coalitions in Argentina." *Studies in Comparative International Development* 44:3 (Fall): 228-55.

Institutional: Ernesto Stein et al. 2005. *The Politics of Policies: Economic and Social Progress in Latin America 2006 Report*. Cambridge: Harvard University Press/IDB, chs 2-4.

Microfoundations: Kurt Weyland. 2002 *The Politics of Market Reform in Fragile Democracies*. Princeton: Princeton University Press, chs. 2-3 and 5.

**NO CLASS (Thursday, September 24) – Select a hypothesis for the research paper and meet with your team members to schedule the group project work.**

## **SECTION II**

### **CRITICAL ISSUES IN LATIN AMERICAN POLITICAL ECONOMY**

#### **Issue 1: Inequality and Social Policy**

##### **Poverty and Inequality in Latin America: How Much Do We Know? (Tuesday, September 29)**

Various authors (Kurt Weyland, Evelyn Huber, Fred Solt, and Michael Walton). 2004. "Research Reports and Notes: Assessing Latin American Neoliberalism." *Latin American Research Review* 39:3 (October): 143-83.

Marcus Kurtz. 2004. "The Dilemmas of Democracy in the Open Economy: Lessons from Latin America." *World Politics* 56:2 (January): 262-302.

Jennifer Pribble. 2006. "Women and Welfare: The Politics of Coping with New Social Risks in Chile and Uruguay." *Latin American Research Review* 41:2 (June): 84-111.

Alejandro Portes and Kelly Hoffman. 2003. "Latin American Class Structures: Their Composition and Change During the Neoliberal Era." *Latin American Research Review* 38:1: 41-82.

##### **Social Policy and Its Travails in the Neoliberal Era (Thursday, October 1)**

Stephan Haggard and Robert R. Kaufman. 2008. *Development, Democracy, and Welfare States: Latin America, East Asia, and Eastern Europe*. Princeton: Princeton University Press, ch. 7.

Kenneth Roberts. 2002. "Social Inequalities Without Class Cleavages in Latin America's Neoliberal Era." *Studies in Comparative International Development* 36:4 (Winter): 3-33.

Agustina Giraudy. 2007. "The Distributive Politics of Emergency Employment Programs in Argentina (1993-2002)." *Latin American Research Review* 42:2 (June): 33-55.

##### **One of the following:**

Sarah M. Brooks. 2007. "Globalization and Pension Reform in Latin America." *Latin American Politics and Society* 49:3 (Winter): 31-62.

Raúl Madrid. 2005. "Ideas, Economic Pressures, and Pension Privatization." *Latin American*

*Politics and Society* 47:2 (Summer): 23-50.

## **Issue 2: Political Institutions, Civil Society and Development**

### **Presidents, Parties, Parliaments and Institutions (Tuesday, October 6)**

Javier Corrales. 2000. "Presidents, Ruling Parties, and Party Rules: A Theory on the Politics of Economic Reform in Latin America." *Comparative Politics* 32:2 (January): 127-49.

Octavio Amorim Neto and Hugo Borsani. 2004. "Presidents and Cabinets: The Political Determinants of Fiscal Behavior in Latin America." *Studies in Comparative International Development* 39:1 (Spring): 3-27.

Matthew M. Taylor. 2009. "Institutional Development Through Policy-making: A Case Study of the Brazilian Central Bank." *World Politics* 61:3 (July): 487-515.

Kurt Weyland. 2009. "The Rise of Latin America's Two Lefts: Insights from the Rentier State Theory." *Comparative Politics* 41:2 (January).

### **Civil Society and Economic Change (Thursday, October 8)**

Beatriz Magaloni and Vidal Romero. 2008. "Partisan Cleavages, State Retrenchment, and Free Trade: Latin America in the 1990s." *Latin American Research Review* 43:2: 107-35.

Moises Arce and Paul T. Bellinger. 2007. "Low-Intensity Democracy Revisited: The Effects of Economic Liberalization on Political Activity in Latin America." *World Politics* 60:1 (October): 97-121.

Raúl L. Madrid. 2008. "The Rise of Ethnopolitism in Latin America." *World Politics* 60: 3 (April): 475-508.

Rebecca Weitz-Shapiro. 2006. "Partisanship and Protest: The Politics of Workfare Distribution in Argentina." *Latin American Research Review* 41:3 (October): 122-47.

## **Issue 3: Globalization, Regionalization, and Development**

### **The Politics of Capital Markets and Foreign Investment (Tuesday, October 13)**

Alfred P. Montero. 2008. "Macroeconomic Deeds, Not (Reform) Words: The Determinants of Foreign Direct Investment in Latin America." *Latin American Research Review* 43:1: 55-83.

Marshall W. Garland and Glen Biglaiser. 2009. "Do Electoral Rules Matter? Political Institutions and Foreign Direct Investment in Latin America." *Comparative Political Studies* 42:2



(February): 224-51.

Juan Martínez and Javier Santiso. 2003. "Financial Markets and Politics: The Confidence Game in Latin American Emerging Economies." *International Political Science Review* 24:3 (July): 363-95.

Glen Biglaiser and Karl DeRouen. 2007. "Sovereign Bond Ratings and Neoliberalism in Latin America." *International Studies Quarterly* 51: 121-38.

### **Regionalism at the Crossroads (Thursday, October 15)**

Barry Eichengreen. 2004. "Why Macroeconomic Measures Are Needed for Free Trade to Flourish in the Western Hemisphere?" *Latin American Politics and Society* 46:2 (Summer): 1-27.

Richard E. Feinberg. 2002. "Regionalism and Domestic Politics: U.S.-Latin American Trade Policy in the Bush Era." *Latin American Politics and Society* 44:4 (Winter): 127-52.

Mario E. Carranza. 2003. "Can Mercosur Survive? Domestic and International Constraints on Mercosur." *Latin American Politics and Society* 45:2 (Summer): 67-103.

Marisa von Bülow. 2009. "Networks of Trade Protest in the Americas: Toward a New Labor Internationalism?" *Latin American Politics and Society* 51:2 (Summer): 1-28.

## **SECTION III**

### **THE SEARCH FOR "VARIETIES OF CAPITALISM" IN LATIN AMERICAN DEVELOPMENT: A COMPARATIVE ANALYSIS OF CASES**

**Debate #1: Patterns of Macroeconomic Policy-making (Tuesday, October 20)**

**Debate #2: Patterns of Social Policy-making (Thursday, October 22)**

**Debate #3: Patterns of Global and Regional Integration (Tuesday, October 27)**

**Group Comparative Case Presentations (Thursday, October 29 and Tuesday, November 3)**

## **SECTION IV**

### **STUDENT RESEARCH PRESENTATIONS**

**November 5, 10, 12, and 17.**

**FINAL DRAFT OF SEMINAR PAPER DUE MONDAY, NOVEMBER 23 AT 5 P.M.**