Dr. Jeffrey Staton  
Phone: 404-727-6559  
Email: jeffrey.staton@emory.edu  
Office Hours: Tuesday, 1:00 p.m. – 3:00 p.m. or by appointment, 321C Tarbutton Hall

Course Description
This course provides an introduction to the politics of Latin America. It centers on the region’s struggle for economic development and political order. The first third of the class concerns geographic and institutional explanations of development and inequality. The second third deals with regime instability and features of authoritarian and democratic politics in the region. The final third addresses four current topics: the resurgence of the political left, the rule of law, the drug trade and immigration.

Reading Material
The following books are required for this course. Additional readings are listed below. Those readings are either available on the electronic course reserve (CR). Items on the course reserve are listed in an order consistent with the course schedule.


Course Goal
My goal is to teach you how to use social science research methods to learn about core features of Latin American politics. Rather than trying to learn as many facts about Latin America as possible, you should use the information to which you have access in order to test theories about development and political order.

Grading
Your final grade is a weighted average of the following components:

1. Attendance/Participation (10%)
You are not required to attend class, though it will be difficult to receive credit in this category (to say nothing about learning the material) if you are not present.

2. Two Examinations (Each worth 30%)

Exams will require you to develop short, essay-style responses. You should be able to define concepts and describe theoretical arguments. You should be able to summarize the empirical tests of the theories we cover.

3. Research paper (30%)

You will write a 12 – 15 page research paper on a question concerning Latin American politics. Each paper must contain the following elements: 1) a research question and brief literature review, 2) an argument that answers your question, 3) an empirical test of your argument, 4) a conclusion. We will discuss the research paper in detail early in class.

Writing is revision. Accordingly, you may turn in the paper up to four times. The dates are posted below, indicated by “Paper Day.” I will return your paper to you with comments and a temporary grade. If you do not revise the paper, this temporary grade will become permanent. Since you may turn in the paper multiple times, I suggest focusing your first draft on the research question and perhaps the argument. You might simply outline what you expect to observe. The second draft should fill in the research design. If you have completed the research, it might also look like a full draft of the paper. You would then have two opportunities to revise before you turn in a final draft.

Extra-Credit Work
Under no circumstances will extra credit work be permitted.

Email
I expect you to check your email. You are responsible for the material I send electronically.

Late Paper Policy
Hard copies of all papers are to be turned in to me personally on the announced due date during the first 10 minutes of class. Any paper turned in after this period expires will be considered one day late. I will deduct one letter grade for each day that the paper is late.

Late Exam Arrival/Missed Exam Policy
Students will be allotted the entire class period for exams occurring during the semester. For final exams, students will be allotted the entire final exam period that the University has appropriated. Students are expected to be in class for the beginning of the exam. If a student is late by 10 minutes or more, I reserve the right to deduct 10 points from her final grade.

Absences for exams will be excused for participation in formally sanctioned University events if the proper documentation is provided to the instructor prior to the event. Absences will also be excused for extraordinary events if they are accompanied by sufficient (i.e. Health Services Excuse Forms) documentation, as defined above under “absence policy” within two calendar days of the absence or late arrival. The instructor reserves the right to determine what constitutes an extraordinary circumstance.

If the student has been excused for the absence, she will have five working days to make up a missed exam. I reserve the right to administer makeup exams of any format (multiple choice, short answer, essay), which may not necessarily correspond to the original exam’s format. If a
student misses an exam and does not have an excused absence, the student will receive a zero on the exam.

**Special Note on Extraordinary Circumstances**

Under no conditions will a “power-outage” or an “alarm clock failure” constitute an extraordinary circumstance.

**Final Course Grades**

Final course letter grades will reflect the Department of Political Science’s grading standard, detailed below. Clearly, it is impossible for each assessment to reflect the standard exactly. Instead, the assessments, taken as a whole, are designed to produce a final grade that reflects the department’s standards.

**Department of Political Science Grading Standard**

**A Exceptional Performance**

Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, literature, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to discuss effectively course subject matter using both written and oral communication skills.

**A- Excellent Performance**

Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to discuss effectively course subject matter using both written and oral communication skills.

**B+ Very Good Performance**

Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to discuss effectively course subject matter using both written and oral communication skills.

**B Good Performance**

Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to discuss effectively course subject matter using both written and oral communication skills.

**B- Satisfactory Performance**

Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently
demonstrated capacity for original, creative, critical and logical thinking. Understands at a basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to discuss effectively course subject matter using both written and oral communication skills.

C+/C/C-    Adequate Performance

Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical and logical thinking (C+). An inability to go beyond a recitation of basic factual material related to the class (C). Demonstrated weaknesses in the ability to discuss effectively course subject matter using both written and oral communication skills (C-).

D/D+    Minimal Passing Performance

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical and logical thinking related to course content (D+). An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills (D).

F    Unacceptable Performance

Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.

Incomplete Grades

No incomplete grades will be given unless there is an agreement between the instructor and the student prior to the end of the course. The instructor retains the right to determine legitimate reasons for an incomplete grade.

Honor Code

Upon every individual who is a part of Emory University falls the responsibility for maintaining in the life of Emory a standard of unimpeachable honor in all academic work. The Honor Code of Emory College is based on the fundamental assumption that every loyal person of the University not only will conduct his or her own life according to the dictates of the highest honor, but will also refuse to tolerate in others action which would sully the good name of the institution. Academic misconduct is an offense generally defined as any action or inaction which is offensive to the integrity and honesty of the members of the academic community.

• The Honor Code, a list of offenses and the Honor Council process may be found; http://college.emory.edu/home/academic/policy/honor_code.html

Courtesy in the Classroom.

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on “vibrate.”
Entering and leaving is distracting to me and to other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Also, please stay with the door to make sure it does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade.

Class discussions of political issues can often stimulate strong feelings and heated debate. Because this is a college classroom, all discussions need to be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow up questions and/or disagreement.
- Related to the class and course material. Scholarly comments advance the discussion about issues related to the course and/or course material rather than personal beliefs.
- Are delivered in normal tones and in a non-aggressive manner.

Unacceptable behaviors in our classroom include:

- Personal attacks. This includes attacks on a person’s appearance, demeanor, or political beliefs.
- Interrupting other students is unacceptable. Raise your hand and wait to be called on either by the discussion leader or myself to prevent this problem.
- Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive are unacceptable.
- Ignoring my authority to protect the integrity of the classroom is unacceptable. When you are asked to discontinue a conversation that violates the guidelines that are outlined above, I expect you to stop.

**Students with Disabilities**

If you anticipate needing any type of an academic accommodation in this course or have questions about physical access, please discuss this with the instructor within the first week of class. Students with disabilities needing academic accommodations should consult the Office of Disability Services at 404-727-6016 (TDD: 404-712-2049).

This syllabus and other class materials are available in alternative format upon request.

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**Course Schedule**

August 28 — Annual Meeting of the American Political Science Association

September 2 – Labor Day

September 4 -- Does Latin America Exist?
  - Inglehart and Carballo, CR

September 9 – Research Materials Day

September 11 – Latin American Political History 101
  - Chasteen, Chapters 1-3
September 16 – Latin American Political History 102
  • Chasteen, Chapters 4-7

September 18 – The Mystery of Capital
  • De Soto, Chapters 1-3

September 23 – The Mystery of Capital 2
  • De Soto, Chapters 4-7

September 25 – Factors and Institutions
  • Coatsworth, CR
  • Engerman et al, CR

September 30 – Order and Development
  • North, Summerhill, and Weingast, CR
  • Acemoglu et al, CR

October 2 – Inequality
  • Williamson, CR

October 7 – Health
  • Biggs et al, CR
  • Reenock, Bernhard, and Sobek, CR
  • Paper Day

October 9 – Exam 1

October 14 – Fall Break

October 16 – “The Pinochet Case”

October 21 – No class, Fall Break

October 23 – Civil Military Relations
  • Loveman, CR

October 28 – The Party and Authoritarian Elections
  • Magaloni, Chapters TBA

October 30 – The Party and Authoritarian Elections
  • Magaloni, Chapters TBA

November 4 – The Left Turn
  • Baker and Greene, CR
  • Paper Day

November 6 – Party Systems
  • Kitschelt et al, Chapters TBA
November 11 – Party Systems
  • Kitschelt, Chapters TBA

November 13 – Party Systems
  • Kitschelt, Chapters TBA

November 18 – Legislative Accountability
  • Carey, Chapters 1-3

November 20 – Legislative Accountability
  • Carey, Chapters 4 – 7

November 25 – Rule of Law
  • “Presunto Culpable”
  • Brinks, CR
  • Paper Day

November 27 – Immigration
  • Huntington, CR
  • SECOND DRAFT OF PAPER

December 2 – Immigration
  • Hopkins, CR

December 4 – Students’ Choice
  • Reading, TBA

December 9 – Students’ Choice
  • Reading, TBA

December 12 – Exam 2 (3:00 pm – 5:30 pm)
  • Research Paper Due