

Introduction to Latin America, HASS-D/CI

Spring 2002

Purpose

This **HASS-D/CI** course is designed as an introduction to Latin American politics and society for undergraduates at MIT. No background on the region is required. Overall workload (reading, writing, class participation, and examinations) is similar to that of other HASS-D courses. Many of the themes raised here are covered in greater detail in other courses: 21F.020J (New World Literature), 21F.716 (Introduction to Contemporary Hispanic Literature), 21F.730 (Twentieth-Century Hispanic American Literature), 21F.735 (Advanced Topics in Hispanic Literature and Film), 21A.220 (The Conquest of America), 21H.802 (Modern Latin America), 3.982 (The Ancient Andean World), 3.983 (Ancient Mesoamerican Civilization), 17.508 (Regime Change), and 17.554 (Political Economy of Latin America).

Criteria for HASS CI Subjects

Because this is a HASS-D CI subject, it must meet the following mechanical criteria. This includes at least 20 pages of writing divided among 3-5 assignments (in the case of this class, three). Of these assignments, at least one must be revised and resubmitted. HASS CI subjects must further offer students substantial opportunity for oral expression, through presentations, student-led discussion, or class participation. In order to guarantee sufficient attention to student writing and substantial opportunity for oral expression, the maximum number of students per section in a HASS CI subject is 18, except in the case of a subject taught without sections where the faculty member in charge is the only instructor. In that case, enrollments can rise to 25, if a writing fellow is attached to the subject.

Course Requirements

Requirements include weekly course readings and videos; active participation in class discussions, class presentations, and the class debate; three short papers (two of which must be revised and resubmitted); one in-class map test; and one three-hour final exam.

Readings and videos

Weekly readings range from 75 to 130 pages, or about 100 pages on average. Readings include articles from the popular press, literary works, and scholarly research from the social sciences. Principal texts for the course include:

- Course Reader (Available in the basement of E52, Sloan School). All titles in the syllabus that appear in the Course Reader will be indicated by an *.
- Peter Winn, *Americas: The Changing Face of Latin America and the Caribbean, 2nd ed.* (Berkeley: University of California Press, 1995). (MIT Coop).
- Mary Helen Spooner, *Soldiers in a Narrow Land: The Pinochet Regime in Chile* (Berkeley: University of California Press, 1994).
- Isabel Allende, *The House of the Spirits*.

I strongly recommend that you purchase all of the above books, the last two of which were originally written in Spanish. (Feel free to buy and read them in the original, if you prefer.) However, you can also find all required readings on reserve in Dewey Library and Hayden Library.

If your first language is not English, you should still try to read the non-literary works in English. For literary works (such as García Márquez and Allende), however, please feel free to read them in the original Spanish.

Many weekly readings are accompanied by videos or films, which are an integral part of the course. Videos from the *Americas* series, produced in part by WGBH-Boston, are one hour each.

Please note that the film *The Battle of Chile* is very long, so you should plan in advance appropriately.

Written requirements

There will be a 30-minute map test at the end of the second week of the course. (Those students joining the course late can make up the map test outside of class with no penalty.) This test will cover all countries in Latin America, as well as major cities and geographical regions (e.g., the Amazon basin, the Andes, etc.). Over the course of the semester, you will also write three papers addressing different topics raised in the course of the semester. Due dates for the papers are noted below, and paper topics are attached to the syllabus. Finally, at the end of the semester during the official exam period, there will be a three-hour exam covering all course materials. Half of this exam will be based on identification and short answer questions; half will be based on an essay.

Class participation

You are expected to participate in class discussion throughout the semester. Participation includes informal class discussion of the readings and films, in-class presentations, and a formal class debate. Attendance is obviously a prerequisite for class participation. If you must miss a class, you should notify me in advance. More than two unexcused absences will seriously jeopardize your class participation grade. (See attached sheet on what constitutes an excused absence.)

Also, please notify me at the beginning of the class if, for whatever reason, you are unprepared to participate in class discussion that day. I “cold call” people freely, so in a small class there is nowhere to hide. Again, more than two unexcused “unprepareds” will jeopardize your class participation grade.

My somewhat odd habit is to record class participation grades for each student after each non-lecture class. If your attendance record is perfect, the lowest two of these grades will be dropped at the end of the semester. If you miss only one class over the semester, the lowest of your grades will be dropped.

Please note that we will have one formal class debate, one extemporaneous class presentation, and one planned class presentation over the course of the semester. Information on these is attached to the syllabus.

Grading

Class participation (including the class debates and presentations) will count for 30% of the grade. The three papers will each count for 15%, the map test for 5%, and the final exam will count for 20%.

Papers that are late will be penalized by one-third of a letter grade for each day late. If you need an extension, please tell me ahead of time. Extensions requested a week or more in advance will be automatically granted; extensions requested the night before are virtually automatically denied.

Plagiarism Clause

When writing a paper (or an essay exam), you must identify the nature and extent of your intellectual indebtedness to the authors whom you have read or to anyone else from whom you have gotten ideas (e.g., classmates, invited lecturers, etc.). You can do so through footnotes, a bibliography, or some other kind of scholarly device. Failure to disclose your reliance on the research or thinking of others is

PLAGIARISM, which is considered to be the most serious academic offense and will be treated as such. If you have any questions about how you should document the sources of your ideas, please ask your instructors before you submit your written work. MIT's academic policy can be found at the following link: <http://web.mit.edu/policies/10.0.html>

Hints on writing papers

For stylistic and substantive advice on writing your papers, see the hints attached to this syllabus. Guidance for formatting can be found at www.mit.writing.edu. Also, I practice blind grading, so please make sure to put your name on a separate sheet at the end of the paper.

Resources on writing

Extensive resources are available to you if you want help with writing. These resources include the MIT Writing Center on campus, the writing tutor for the course, the TA for the course, the course website, and me. Please take advantage of these if you have any questions or doubts!

For further information

You can find a great deal of information related to Latin American politics and society on the World Wide Web. Some useful addresses are:

- Latin American Studies Program, University of Texas at Austin: www.lanic.utexas.edu:80/las.html/. This site contains links to country homepages, library collections, Latin American newspapers and magazines in several languages, other university programs, etc.
- Latin American Studies Association homepage: www.info.pitt.edu/~lasa
- Association of Research Libraries (ARL) Latin American Studies Resource Sharing Project: www.lanic.utexas.edu/la/region/arl. This site gives tables of contents for 300+ journals from Argentina and Mexico whose articles can be accessed through Interlibrary Loan in the U.S.
- David Rockefeller Center for Latin American Studies, Harvard University: www.fas.harvard.edu/~drclas/. This site offers up-to-the-minute information about Boston area events related to Latin America (lectures, seminars, concerts, etc.). It also provides access to the Latin America Database, a comprehensive news monitoring service sponsored by the Center.
- MIT Foreign Languages and Literature homepage has various articles from regional magazines and newspapers on-line. Click on “Publications”, then on “Spanish”
- Center for U.S.-Mexican Studies, University of California at San Diego: weber.ucsd.edu/Depts/USMex/ctrbkmk.1.htm. Links to major sites related to Mexico.
- United Nations Economic Commission on Latin America and the Caribbean (ECLAC): www.eclac.cl
- Cultural Studies Virtual Library, organized by the Advanced Program of Contemporary Culture (PACC) of the Federal University of Rio de Janeiro, Brazil: www.prossiga.lncc.br/rei.estudos_culturais/english.htm. (If you want the Portuguese text, omit the word “english” from the address.
- Organization of American States: www.oas.org/
- Inter-American Development Bank (IADB): www.iadb.org

- United States Central Intelligence Agency (CIA), *The World Factbook*: www.odci.gov/cia/publications/factbook/. Contains basic declassified information on all countries.
- Democracy Center: www.democracyctr.org. Information on democracy throughout the world.
- Freedom House: www.freedomhouse.org/. Information on political, civil, media, and economic freedom around the world.
- Latino On-Line News Network (Spanish and English): www.latnn.com
- Cultural Survival: www.cs.org
- *Univisión*, the Spanish-language television station from Miami. Their half-hour news program is broadcast daily at 6:30 p.m. and then again at 10:30 p.m.
- Local public television station (WGBH): La Plaza, a program that features documentaries on Latin America and the Latino community in the U.S. Their programs air Saturdays at 6:30 p.m., Channel 2 and on Wednesdays at 10:30 p.m., Channel 44. [www.wgbh.org/La Plaza](http://www.wgbh.org/La_Plaza).

Please note that the course website contains links to these and other materials.

Calendar

Introduction

Class #1. Introductions and review of syllabus.

Historical inheritances and current realities

CLASSES

Class #2. Latin America as a “living museum”. Review of data on the region.

Class #3. Class discussion of *Big Mama’s Funeral*.

READINGS:

* Gabriel García Márquez, “Big Mama’s Funeral” (short story, 1962), trans. J.S. Bernstein, *No One Writes to the Colonel and Other Stories* (New York: Harper Colophone, 1979), 153-70.

Peter Winn, Chs. 1 & 2, “A View from the South “ and “Legacies of Empire,” *Americas: The Changing Face of Latin America and the Caribbean* (Berkeley: University of California Press, 1995), p. 2-83.

The legacies of conquest and slavery

CLASSES:

Class #4: **Map Test** _____. The Conquest of Mexico (lecture)

Class #5: Guest Lecture by Professor Melissa Nobles (Political Science, MIT): “Money Whitens: Race, Color, and Class in Brazil”

READINGS:

Peter Winn, Ch 8, “A Question of Color,” *Americas: The Changing Face of Latin America and the Caribbean* (Berkeley: University of California Press, 1995), p. 294-303.

* Begin reading Isabel Allende, *House of the Spirits*. (pay attention to the names of the women)

Development and underdevelopment in Latin America

CLASSES

Class #6: Theories of development.

Class #7: Structural adjustment and market-oriented reform (30 minutes)

Extemporaneous class presentations (50 minutes)

READINGS

* Peter F. Klaren, "Lost Promise: Explaining Latin American Underdevelopment," in Peter F. Klaren and Thomas J. Bossert, eds., *Promise of Development: Theories of Change in Latin America* (Boulder, CO: Westview, 1986): 3-33.

* André Gunder Frank, "The Development of Underdevelopment," in Peter F. Klaren and Thomas J. Bossert, eds., *Promise of Development: Theories of Change in Latin America* (Boulder, CO: Westview, 1986): 111-23.

* Teodoro dos Santos, "The Structure of Dependence," *The American Economic Review*, May 1970, 60 (2): 231-6.

* Steven Haber, "Assessing the Obstacles to Industrialization: The Mexican Economy, 1830-1940," *Journal of Latin American Studies*, February 1992, 24 (1): 1-32.

* Continue reading Isabel Allende, *House of the Spirits* (make sure to read the story about the *chinchillas*)

Development, underdevelopment, and politics in Chile

CLASSES:

Class #8: Chilean history to 1970

Class #9: Class discussion of *The House of the Spirits*.

READINGS:

Finish reading Isabel Allende, *The House of the Spirits*.

* Arturo Valenzuela, "Chile: Origins, Consolidation, and Breakdown of a Democratic Regime," in Larry Diamond, Juan Linz, and Seymour Martin Lipset, *Democracy in Developing Countries: Latin America* (Boulder: Lynne Rienner, 1989): 194-216.

FILM:

The House of the Spirits (Hollywood's version of Isabel Allende's novel)

First paper (4 pages) due by two days after class #9.

Military rule in Chile (and elsewhere)

CLASSES:

Class #10: The fall of Salvador Allende

Class #11: Bureaucratic-authoritarianism in Latin America (lecture)

READINGS:

* Arturo Valenzuela, "Chile: Origins, Consolidation, and Breakdown of a Democratic Regime," in Larry Diamond, Juan Linz, and Seymour Martin Lipset, *Democracy in Developing Countries: Latin America* (Boulder: Lynne Rienner, 1998): 216-226.

Mary Helen Spooner, *Soldiers in a Narrow Land: The Pinochet Regime in Chile* (Berkeley: University of California press, 1994): 1-5, 56-77, 83-104, 113-159.

FILM:

The Battle for Chile (Parts I and II) by Patricio Guzmán. [Please note that this film is quite long!]

Re-democratization in Chile (and elsewhere)

CLASSES:

Class #12: The breakdown of the old regime and transition to democracy.

Class #13: What is democracy? Is Chile democratic?

READINGS:

* Arturo Valenzuela, "Chile: Origins, Consolidation, and Breakdown of a Democratic Regime," in Larry Diamond, Juan Linz, and Seymour Martin Lipset, *Democracy in Developing Countries: Latin America* (Boulder: Lynne Rienner, 1989): 227-240.

Mary Helen Spooner, *Soldiers in a Narrow Land: The Pinochet Regime in Chile* (Berkeley: University of California press, 1994): 163-267.

* Pedro Lembel, "Soccer and Devotion in the Barrios of Santiago," *NACLA Report on the Americas*, July/August 1998, 32 (1): 36-43.

* Terry Karl and Philippe C. Schmitter, "What Democracy is...and is Not," *Journal of Democracy* Summer 1991, 2 (3): 75-86.

First paper rewrite due by two days after class #13.

Civil-military relations in Latin America

CLASSES:

Class #14: Establishing civilian control over the military

Class #15: **Class debate:** prosecute & punish or forgive & forget?

READINGS:

* Samuel P. Huntington, "The Torturer Problem" and "The Praetorian Problem" in *The Third Wave: Democratization in the Late Twentieth Century* (Norman: University of Oklahoma Press, 1991): 211-51.

* Juan E. Mendez, "Accountability for past abuses," *Human Rights Quarterly*, May 1997, 19 (2): 255-82.

* Tomas Moulian, "Report on Chile: The Arrest and the Aftermath," *NACLA Report on the Americas*, May/June 1999, 32 (6): 12-17.

* Additional articles on Pinochet case, as appropriate.

Second paper (4 pages) due by four days after class #15.

Religion and religious experience

CLASSES:

Class #16: Traditional Catholicism, liberation theology, evangelical Protestantism, and African spiritism.

READINGS:

Peter Winn, Ch. 10, "The Power and the Glory," *Americas: The Changing Face of Latin America and the Caribbean* (Berkeley: University of California Press, 1995), pp. 346-78.

* Daniel H. Levine and Scott Mainwaring, "Religion and Popular Protest in Latin America," in Susan Eckstein, ed., *Power and Popular Protest* (Berkeley: University of California Press, 1989), p. 203-40.

* John Burdick, "Rethinking the Study of Social Movements: The Case of Christian Base Communities in Urban Brazil," in Arturo Escobar and Sonia Alvarez, eds., *The Making of Social Movements in Latin America* (Boulder, CO: Westview, 1992), p. 171-84.

FILM:

Americas Video #8: *Miracles Are Not Enough*

The revolutionary option

CLASSES:

Class #17: Guest Lecture: Prof. James Howe (Department of Anthropology, MIT):
Rebellion in Latin America.

Class #18: Lecture: The causes and consequences of revolution in Latin America.

READINGS:

Peter Winn, Ch. 7, "Children of the Sun," *Americas: The Changing Face of Latin America and the Caribbean* (Berkeley: University of California Press, 1995), p. 234-70.

Peter Winn, Ch. 13, "Making Revolution," *Americas: The Changing Face of Latin America and the Caribbean*: 492-549.

* Margaret Cragan and Peter Smith, "The State of Revolution in the Americas," in Alfred Stepan, ed., *The Americas: New Interpretative Essays* (New York: Oxford University Press), p. 79-102.

* Gary Hoskin and Gabriel Murillo-Castano, "Can Colombia Cope?" *Journal of Democracy*, January 1999, 10 (1):36-50.

FILM:

Americas Video: *Revolution*.

Second paper rewrite due, two days after class #18.

Revolution, violence, and the rule of law in Colombia

CLASSES:

Class #19: The rule of law in Latin America: Guilty until proven rich

Class #20: **Class breakout groups** on Colombian situation.

READINGS:

Peter Winn, *Americas: The Changing Face of Latin America and the Caribbean*:

471-485.

Jonathan Hartlyn, "Colombia: The Politics of Violence and Accommodation," Larry Diamond, Juan J. Linz, and Seymour Martin Lipset, eds., *Democracy in Developing Countries: Latin America* (Boulder, CO: Lynne Rienner, 1989): 291-334.

Charles Berquist, "Waging War and Negotiating Peace: The Contemporary Crisis in Historical Perspective," in Charles Berquist, Ricardo Peñaranda, and Gonzalo Sánchez G., eds., *Violence in Colombia, 1990-2000: Waging War and Negotiating Peace* (Wilmington, DE: SR Books, 2001): 195-212.

Approximately two hours of outside research on Colombia on your own.

The rule of law in Brazil

CLASS:

Class #21: See the film *Central Station*

Class #22: **Group class presentations:** How should land disputes in Brazil be resolved?

READINGS:

* James Holston and Teresa P. R. Caldeira, "Democracy, Law, and Violence: The Disjunctions of Brazilian Citizenship," in *Fault lines of democracy in post-transition Latin America*, edited by Felipe Aguero and Jeffrey Stark (Coral Gables, FL: North-South Center Press/University of Miami; Boulder, CO: Lynne Rienner Publishers, 1998).

* James Holston, "The Misrule of Law: Land and Usurpation in Brazil," *Comparative Studies in Society and History*, October 1991, 33 (4): 695-725.

FILM:

Central Station

The old regime and the second Mexican revolution

CLASSES:

Class #23: The Revolution of 1910 and the old regime

Class #24: Democratization and the rule of law in Mexico

READINGS:

Roderic Ai Camp, *Politics in Mexico: The Decline of Authoritarianism* (New York: Oxford University Press, 1999), p. 21-52, 179-205.*

Enrique Krauze, Mexico: *Biography of Power: A History of Modern Mexico, 1810-1996* (New York: HarperPerennial, 1997): 549-557, 543-45.*

Chappell Lawson, "Mexico's Unfinished Transition: Democratization and Authoritarian Enclaves in Mexico," *Estudios Mexicanos/Mexican Studies*, Summer 2000.

FILM:

La ley de Herodes (in Spanish, no subtitles)

Third paper (4 pages) due by two days after class #24.

Wrap-up, review, and questions on final exam

CLASS:

Class #25: Class discussion of *Big Mama's Funeral*

Class #26: Wrap-up, review, and questions of the final exam

READINGS:

* Gabriel García Márquez, "Big Mama's Funeral" (short story, 1962), trans. J.S. Bernstein, *No One Writes to the Colonel and Other Stories* (New York: Harper Colophone, 1979), 153-70.

* Peter Winn, Epilogue, "Latin America and the Caribbean at 2000: A New Millenium?" *Americas: The Changing Face of Latin America and the Caribbean*: 601-608.

Five days after last class: Final Examination Week

First paper topic

Drawing on class lectures, historical readings, scholarly research on economic development, and works of fiction (including *Big Mama's Funeral* and *House of the Spirits*), discuss the legacies of Iberian colonialism in Latin America. What do you think have been the main cultural, social, economic, or political legacies of Spanish and Portuguese rule? What features of modern Latin America cannot be explained by colonialism? Are there any aspects of Latin American society or politics that you feel are wrongly attributed to colonialism?

Second paper topic

During the 1970s, countries like Chile, Argentina, Brazil, and Uruguay experienced a period of harsh military rule. During the 1980s, virtually all of these countries made the transition to something resembling a democratic political system. Drawing on the readings, films, and lectures from Class #8 through Class #15, discuss the legacies of military rule and the process of democratization in Chile and elsewhere. What were the main obstacles and challenges to democratization? How complete was the process of political transition? What “authoritarian enclaves” remained or remain?

Third paper topic

A range of political scientists, economists, and civic activists have argued that the rule of law in Latin America is weak. Drawing on the cases of Chile, Colombia, Brazil, and Mexico, discuss whether or not you agree with the and in what sense. Then discuss what can be done to improve the rule of law in those same countries.

Extemporaneous class presentations

In the week on economic development in Latin America, you will be asked to explain and critique different theories of economic development in Latin America using evidence from the readings. You should come to class prepared to give examples and counter-examples for each main school of thought regarding economic development in the region.

First debate topic

Resolved: Chile's current democratic leaders should prosecute General Augusto Pinochet for his role in human rights abuses perpetrated under the military regime (1973-1990).

Teams

Team 1A (affirmative)

Team 1B (negative)

Team 2A (affirmative)

Team 2B (negative)

Judges

There will be two debates: one between Team 1A and Team 1B; the next between teams 1B and 2B. Speakers on the affirmative teams will defend prosecution; speakers on the negative teams will oppose it. Judges will then each render a 2-minute verdict.

The first speaker from each team will make a two-minute opening statement laying out her team's overall position. The second speaker from each team will then have two minutes to rebut the arguments made by the other teams. The third speaker from each team will then be allowed three minutes to cross-examine her counterpart on the opposing team, who must defend her team's position with brief and direct replies. The fourth speaker on each team will then have two minutes to summarize her team's arguments, addressing any weaknesses that have been exposed and pointing out weaknesses in the other team's positions. After we have held the first debate, we will move on to the second debate. Time permitting, we will then open up the class to general discussion.

Please note that we will time each presentation strictly, so that you should prepare and practice your comments in advance. You will also want to talk among your team members to iron out your overall strategy. In most cases, this will require anticipating the strengths and weaknesses of each side of the debate, drawing on your knowledge of the Chilean case from readings, films, and lectures.

Because of time constraints, we will begin promptly. Lateness will be penalized in a draconian fashion.

Breakout groups on Colombia

On Class #20, we will divide the class into breakout groups in order to analyze and make recommendations about the current situation in Colombia. Specifically, each group will be asked to answer three questions:

- What are the main problems confronting Colombia?
- What should the Colombian government do to solve these problems?
- What are the prospects that these problems will be resolved?

In preparation for this session, you should do approximately 2 hours of outside reading on their own, focusing on recent news reports.

Group class presentation

For the group presentation, everyone in the class will be divided into teams. Each team will be asked to present on the following issues: (1) What is the history of the Brazilian land dispute? (2) Who are the potential owners of the land in Jardim das Camelias, and what are their ownership claims? (3) Who should own the land in Jardim das Camelias? and (4) How should the Brazilian government decide land claims in general? Each person in each group should plan to speak for approximately 3 minutes. Each team will receive a grade, as will each individual speaker; your final grade for the session will be the average of the two grades.

Extemporaneous Class Presentations

For next week, we have scheduled "extemporaneous class presentations." These will be held in recitation, possibly spilling over into class the next morning. For these presentations, you will be called upon at random to answer one of the five questions on the attached list, meaning that you should be prepared to answer all of them). Your presentations should be no more than 2 minutes, and we will be strict with the time to make sure that everyone gets a chance to go. This is enough time to develop two or three good points; be ready!

The following questions are fair game:

- What are the main tenets of dependency theory?
- Why did Mexico develop slowly in the 19th and early 20th century, according to Haber?
- Explain the failure of the *chinchilla* industry in *House of the Spirits* from a cultural perspective.
- Explain the failure of the *chinchilla* industry in *House of the Spirits* from a dependency perspective.
- Explain the failure of the *chinchilla* industry in *House of the Spirits* from a neoliberal perspective.

Weekly class presentations

At the beginning of the semester, you should pick a week in which you will make a presentation summarizing the week's readings and teeing up issues for class discussion. Your goal should be to highlight the main points of the readings and thus refresh everyone's memory, then try to identify questions for class discussion. These can be theoretical questions (for instance, under what circumstances do racial identities become politicized). But they can also be factual questions that build on the readings (for instance: "It was interesting to learn about race in Brazil; that makes me wonder how racial attitudes are conceived in Cuba, which had some of the same race policies as Brazil during the 19th century). Whichever direction you go with your questions, plan on speaking for 3 minutes. Practice is crucial here, to make sure your presentation is on point and focused, so don't forget to rehearse!

Last year's final exam

The exam will have two parts: an essay component and an ID component. Both will be weighed equally. The ID portion of the exam will be closed book and closed note. ID answers should be 1-2 paragraphs each, and should identify the ID item, place it in context, and explain its importance. (The exception is items from the map test, for which you should just identify the place on the map or place something on the blank map, as appropriate). The essay portion of the exam, which will be open-book and open-note, will include only ONE topic from the list of three, chosen at random. You must write the essay in class, but you may use any notes or other materials you bring with you. We recommend that you prepare detailed outlines of all three questions in advance.

Essay topics

1. Considering revolutionary movements in Latin America (Colombia, Peru, El Salvador, Chile, etc.), as well as historical rebellions, address the following questions: Under what circumstances are revolutionary movements likely to emerge? What are the main similarities and differences between different movements, in terms of their goal, tactics, and bases of social support? From a moral perspective, which insurgencies do you think are more justified and which are less so?

2. Gabriel García Márquez's fictitious village Macondo is often described as a microcosm of Latin America. Which features does García Márquez portray accurately? Which does he exaggerate? Which does he downplay or ignore altogether?

3. Next week you find yourself talking with an acquaintance who has recently returned from vacation in Mexico. He remarks (boorishly) on how poor the country seems in comparison to the United States, how incomplete the democratic transition seems, and how weak the rule of law is. The reason, he feels, is that Mexicans have a different attitude toward time, authority, and financial dealings. As he puts it: "They are always talking about *mañana*, and everyone is on the take." What sort of an explanation is this for underdevelopment and authoritarianism in Mexico? Do you agree with this perspective? What other explanations might you offer for differences between Mexico and the United States?

ID items for final exam (last year)

20 IDs will be drawn at random from the list below

Latin America as a Living Museum
The Conquest
Hernán Cortés
Aztecs
Machu Picchu
encomienda
latifunda
“obedezco pero no cumplo”
hacienda
mestizo
commodity cycles
monoculture economy
Macondo
Corporatism
Debt crisis
Clientelism
Cultural arguments for underdevelopment
Racist arguments for underdevelopment
Dependency Theory
Core
Periphery
Stages of dependency
MNC's
Imperialism
Import substituting industrialization (ISI)
Neoliberal arguments for underdevelopment
Comparative advantage
Hyperinflation
Neoliberalism
Structural adjustment
Virgin of Guadalupe
Pentacostalism
Evangelical Protestantism
Assembly of God
Liberation theology
Movimento dos sem terra
Leonardo Boff
Camilo Torres
Ernesto Cardenal
Archbishop Oscar Romero

Vatican II
Medellin Conference of Bishops
Christian base communities (Comunidades eclesiales de base, CEBs)
“protestant ethic” argument
Exorcism
African spiritism
orixás
Candomblé
Santería
Umbanda
Kardac
Ché Guevara
foco movement (*foquismo*)
Marxist
Sendero Luminoso (Shining Path)
Sandinista National Liberation Front (FSLN)
FMLN
M-19
MIR
ELN
MRTA
Lori Berenson
Alberto Fujimori
Fernando Henrique Cardoso
Andrés Pastrana
César Gaviria
Pablo Escobar
The Extraditables
FARC
pasta base
Chaco region
Medellín Cartel
Cali Cartel
paramilitares
Arturo Alessandri
Eduardo Frei
Esteban Trueba
Pedro Tercero García
The House of Spirits
Barrabás (in *The House of Spirits*)
Clara Del Valle (in *The House of Spirits*)
Alba Trueba (in *The House of Spirits*)
Blanca Trueba (in *The House of Spirits*)

Pedro Segundo García (in *The House of Spirits*)
Tres Marías (in *The House of Spirits*)
Salvador Allende
Unidad Popular/Popular Unity
Christian Democratic Party (of Chile)
Statute of guarantees
Carlos Pratts
September 19, 1973
Chilean junta
Rule of law
Bureaucratic authoritarianism
Augusto Pinochet
carabineros
DINA
CNI
caravan of death
comando conjunto
Manuel Rodríguez Patriotic Front
Chilean Plebiscite
Gustavo Leigh
Coalition for the “No”
Manuel Contreras
National Stadium in Santiago
degollados
General Sergio Arellano Stark
General René Schneider
Patria y Libertad
coup d’état
democratic consolidation
democratic transition
democracy
Radical Party in Chile
Battle of Chile
“*nunca más*”
Samuel Huntington’s “torturer problem”
Samuel Huntington’s “praetorian problem”
Barras bravas
military prerogatives
civilian control of the military
truth commissions
desaparecidos
Authoritarian enclaves
Josué (from *Central Station*)

Dona Dora (from *Central Station*)
Bom Jesús da Silva, Bahia (from *Central Station*)
The “misrule of law” (from Holston)
Jardín das Camelias
Machismo
Export-processing zones
Maquiladoras
NGOs
Comedores populares or *ollas communes*
“Color line”
Brazil as a “racial democracy”
Social construction of race

IDs from the Map Test

Peruvian-Ecuadorean disputed area
Beagle Islands (southern tip of South America)
Atacama Desert (Chile)
Altiplano (Bolivia)
South American rain forests
Central American rain forests
Falklands Islands (Islas Malvinas)
Hispaniola
Vieques (off Puerto Rico)
Straight of Magellan
Caribbean Sea
Gulf of Mexico
Gulf of California (a.k.a. Sea of Cortez)
Lake Titicaca
Lake Nicaragua
Panama Canal
Paraná River
Orinoco River
Amazon River
Río de la Plata
Sierra Madre
Sierra Maestra
Andes
Mt. Aconcagua
Baja Peninsula
Yucatán Peninsula
Guajira Peninsula (Colombia/Venezuela)
Argentina
Belize

Bolivia
Brazil
Chile
Colombia
Costa Rica
Cuba
Dominican Republic
Ecuador
El Salvador
French Guyana
Grenada
Guatemala
Guyana
Haiti
Honduras
Jamaica
Mexico
Nicaragua
Panama
Paraguay
Peru
Puerto Rico
Suriname
Trinidad and Tobago
Uruguay
Venezuela
Capital cities of the above countries
Tijuana, Mexico
Ciudad Juárez, Mexico
Monterrey, Mexico
Guadalajara, Mexico
Veracruz, Mexico
Bluefields, Nicaragua
Cartegena, Colombia
Calí, Colombia
Medellín, Colombia
Maracaibo, Venezuela
Guayaquil, Ecuador
Cuzco, Peru
Córdoba, Argentina
Mendoza, Argentina
Mar del Plata, Argentina
São Paulo, Brazil

Río de Janiero, Brazil
Salvador, Brazil
Manaus, Brazil

Hints for writing papers

Stylistic hints

1. Avoid contractions in formal writing. In informal writing, they're OK.
2. Avoid the passive voice (e.g., "it was done to him") where possible.
3. In formal writing, never use the second person as a substitute for impersonal or general references. Thus you should not write: "living in a democracy makes you less likely to be arrested for political reasons". You might write instead: "Citizens in democratic societies are less likely to be arrested for political reasons."
4. Consider avoiding the first person singular. If using that format, however, stick with it throughout. Do not switch back and forth between impersonal presentation of your argument and the first person singular. Thus, you could write: "In the first section of this paper, I discuss the reasons for the collapse of Chilean democracy in 1973. In the second section, I discuss how General Augusto Pinochet was able to consolidate a personalistic dictatorship." You could also write: "The first section of this paper discusses the reasons for the collapse of Chilean democracy in 1973. The second section describes how General Augusto Pinochet was able to consolidate a personalistic dictatorship." But you would not write: "In the first section of this paper, I discuss the reasons for the collapse of Chilean democracy in 1973. The second section describes how General Augusto Pinochet was able to consolidate a personalistic dictatorship."

The same point holds for the first person plural ("we").

5. "It's" is a contraction of "it is". "Its" is the possessive of "it". As you will not be using contractions in formal writing, you won't be using "it's" ever.
6. Do not use impersonal pronouns (e.g., it) when the referent is unclear or nowhere in sight. The "it" should refer clearly to a specific noun used in the preceding clause, not to a general concept contained in the previous clause, nor to a specific noun two or more clauses away.

Similarly, avoid using "this" and "that" as subjects or direct objects. Thus, you would not write: "Dahl and other scholars have advanced the argument that democratization depends little on international influence. But this ignores important exceptions, such as Greece, Argentina, Taiwan, and the Eastern Europe." Instead, write: "Dahl and other scholars have advanced the argument that democratization depends little on international influence. But this argument ignores important exceptions, such as Greece, Argentina, Taiwan, and the Eastern Europe."

7. Do not use "and/or", as in "they fought for God and/or country". Instead, you might try "they fought for God, country, or both".

8. Be careful not to use “which” when you mean to use “that”. Use “which” when the phrase or clause set off is parenthetical to noun it qualifies. Thus, you would write: “U.S. pressure pushed the Salvadoran government toward democracy, which it probably would have favored in any case.” By contrast, use “that” when the phrase or clause it introduces is integral to the noun described. Thus you would write: “U.S. pressure pushed the Salvadoran government toward the kind of democracy that Salvadoran civilian leaders were already promoting.”
9. Avoid using “while” in the place of “even though” or “although”, and an a mushy substitute for “but” and “and”.
10. If your first language is not English, check for common mistranslations. For instance, if you are a native speaker of Portuguese or Spanish change you should make sure to write “make decisions” instead of “take decision” and “soccer” instead of “futbol” or football”.
11. Do not worry about split infinitives. If Captain Kirk can do it (“to boldly go where no one has gone before”), so can you.
12. If in doubt about style and grammar, consult Strunk and White or some similar volume.
13. Always include page numbers on your papers.
14. Spell check and proofread your paper before handing it in.
15. If your footnotes are abridged or you are using the academic journal style of including citations in parentheses, be sure to include a list of references cited.

Make sure the formatting of you bibliography and references corresponds to one of the appropriate styles. Stick with ONE style and use it throughout. If in doubt about formatting issues, consult the *Chicago Manual of Style*.

16. For your first paper, allow at least two hours after that paper is completely written to your satisfaction to go back through it and check to make sure that you have covered all these points. For subsequent papers, check through your paper both for these points and for any hints you have received on previous papers.

Substantive hints

1. Make a clear argument in the first paragraph (or second paragraph if you start with a story). Then present evidence to support that argument.
2. Do not ignore contrary evidence. Either acknowledge that such contrary evidence limits the generality of your argument or show why it is not actually contrary to your argument.
3. Draw on all the potentially relevant readings.
4. In order to make the best use of the literary materials and films, you might wish to start your paper with a story or quotation from them, or to employ them as examples, but not as direct evidence.

Legitimate excuses for missing class

- I was injured and was taken to the hospital (and here is the note from the doctor/paramedic/ambulance driver)
- I was sick (and here is the note from the Dean/doctor/faith healer/local voodoo priest)
- I am on the verge of a nervous breakdown (and here is the note from the Dean/shrink/licensed mental health care professional)
- I play competitive sports and will be away that day for a match/meet/mud-wrestling contest [Note future tense]
- My dorm room flooded/burned down/fell over in an earthquake (and here is the notice from the newspaper/the Dean/the Fire Marshal/the Army Corps of Engineers)
- A close relative was very sick/injured/dying/dead so I had to fly out of town (and here is the notice from my family/the Dean/the hospital/the funeral home)

Non-excuses for missing class*

- I needed to pick my mother up at the airport
- My boyfriend/girlfriend/long-lost cousin arrived unexpectedly in town
- My boyfriend/girlfriend/alien lover broke up with me
- I am taking two classes whose time slots conflict
- I overslept/needed to sleep/felt like sleeping/was overcome by that soporific feeling I sometimes get in the afternoon and didn't feel like drinking any more coffee
- I had work for my other classes
- I needed a break
- I am not interested in _____ (insert topic of the week)
- I actually believed those Master Card ads that say I deserve whatever I want
- My dog/cat/goldfish/pet mongoose died
- There was a rerun of *Star Trek* on TV
- The lecture conflicted with my aqua-aerobics class
- I invented a time machine for my senior project and was trapped in 2071 when everyone else was in class, but I promise that three years from now, when I've gotten all the bugs out of the system, I'll go back to last week and make up the class

Note: You get up to TWO unexcused absences without penalty per semester for a course that meets twice per week and up to one unexcused absence per semester for a seminar.

* All of which your professor has actually heard while at MIT.

Recitation schedule

- One day after Class #2: Data on region
- On day of Class #4: No recitation this week
- One day after Class #6: Extemporaneous class presentations on economic development
- One day after Class #8: Paper preparation and questions
- On day of Class #11: *Battle for Chile*
- One day after Class #12: No recitation (movie the week before was very long)
- One day after Class #14: Preparation for class debate
- One day after Class #16: Americas video on religion; Americas video on revolution
- One day before
Class #18: No recitation (Patriots' Day holiday); movie showing of *Milagro Beanfield War*. Note that attendance at the movie showing is optional, but viewing the film some time that week is not)
- One day after Class #19: Preparation for class breakout groups on Colombia
- One day after Class #21: *Central Station*
- One day after Class #23: *La Ley de Herodes*; non-Spanish speakers excused
- One day after Class #25: Course evaluations; final exam review

Pop quiz (first day of class)

1. Which is the most urbanized country in Latin America (i.e., where the largest percentage of people live in cities of more than 100,000)?
2. Which is the country with the highest percentage of indigenous people?
3. What is the longest ruling political party in the region?
4. What country has been democratic the longest?
5. Name at least two of the four major international wars in South America since 1830?
6. What country has the highest homicide rate?
7. Which countries have been slowest to undertake economic reforms during the 1980s and 1990s?
8. Which country is a member of OPEC?
9. Which country is most dependent on the U.S. for trade (i.e., has the highest percentage of its dollar-volume trade with the U.S.)?
10. Which country has the highest life expectancy?
11. At the end of last year, which was the richest country in terms of GDP per capita?
12. The poorest?
13. Which country has the most unequal distribution of income?
14. How many languages are recognized as “official” by countries in the continent of South America?
15. Which of these languages is spoken by most people in South America?
- 16. Which country in Spanish-speaking America has the highest percentage of Protestants?**