

POL-319 Politics of Latin America

Summer Course: June 5th- July 5th, 2023

Lectures and Workshops: Monday, Tuesday, Wednesday, Thursday, 10:05am-12:25pm – **EDU 216**

Instructor: Rose Chabot

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Office Hours: Monday 2:00-3:00pm; Wednesday 2:00-3:00pm, by appointment (see MyCourses) – **3610 McTavish Street, room 16-2.**

Course description: This three-credit, intensive summer course is intended to introduce students to the political, social, and economic dynamics that animate Latin America as a region, as well as their historical roots and developments since the European Conquest. While grounded in the discipline of political science, this course borrows from sociology, history, anthropology, and cultural studies to expand its conceptualization of *the political*—explicitly highlighting scholarly perspectives from Latin America. Each course will be divided in two parts: a lecture (approximately 1h00) and a workshop (approximately 1h05), with a 10-minutes break in between. Students will work on their final projects throughout the semester (proposal, peer-review workshop, final proposal, final project) and be evaluated through their participation during lectures and workshops. They will also write two guest speaker reviews in teams of two (see details below).

Learning goals: By the end of this course, students should have developed new tools and lenses to analyze contemporary politics in the region, improved their critical thinking through written and oral communication, and enriched their understanding of the struggles and challenges that underlie the regions' political institutions and societies. This course is organized thematically and chronologically and is firmly grounded in empirical case studies from the region.

Pedagogical approach: This class is intended to provide students with theoretical tools and empirical knowledge to critically analyze past and current events in the region; it is more intended to make students ask the right questions and rigorously reflect on them, rather than providing simplistic answers to complex issues. Students are strongly encouraged to attend and actively participate in class by asking questions and engaging with the material. Note that while the workload is equivalent to a Fall/Winter semester course, this is an intensive summer course; the pace of learning is significantly quicker.

Final Project: Student vs. AI-generated essay

Each student will produce, critically analyse, and re-write an essay produced by artificial intelligence (Chat GPT). The goal of this exercise is for students to reflect on the potentiality and limitations of artificial intelligence in social scientific knowledge production through a concrete research essay related to this course.

Workshops

Everyday, a workshop of approximately 1 hour will allow students to discuss and engage with the mandatory readings, materials, and guest speakers. Workshop outputs (notes, questions, group discussions) will count as participation and should be uploaded everyday to MyCourses. This will allow me to evaluate both your presence in class and overall engagement with the material throughout the semester.

Guest Speaker Reviews

Throughout the course, we will be hosting 5 scholars from the *Équipe de Recherche en Inclusion et Gouvernance en Amérique latine* (Research Team on Inclusion and Governance in Latin America, ÉRIGAL) who will be presenting their research. In teams of 2, students will lead two 30-minute class discussions with guest speakers of their choice and elaborate 2 short analytical reviews. See a detailed description of the review entries below.

Readings

Required readings and materials will be available through MyCourses or the McGill library website. Students are expected to complete the readings and listen/watch/consult the additional material (podcast, newspaper article, archive, etc.) before attending lectures. Additional resources are not mandatory. As this syllabus intends to value knowledge-production from Latin America by Latin Americans, some readings and materials in Spanish and Portuguese will be offered as supplementary material. I encourage all of you to read this material on your own, but we will discuss them in class. You may rely on an online free translator such as [google translate](https://www.google.com/translate) or www.reverso.net, if needed. Reading and understanding Spanish and Portuguese are not prerequisites for this course. If you want some general background on Latin America, I recommend: Thomas Skidmore, Peter Smith, and J. Green. 2018. *Modern Latin America*, 9th. Edition, Oxford University Press.

Content warning: Readings and material with an * include sensitive content such as violence (sexual violence and other forms of gender-based violence) and/or racism. Students are encouraged to complete all the readings and to take the steps they feel appropriate for their well-being. Please do not hesitate to inform me about your specific needs so we can work together on making this class an inclusive and safe learning environment for all.

Course and University Policies

Integrity: Academic integrity constitutes the cornerstone of scientific knowledge. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see McGill's guide to academic honesty for more information).

Special Needs: If you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Language: Conformément à la Charte des droits de l'étudiant·e de l'Université McGill, chaque étudiant·e a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

June 5th – Class 1: Introduction to Latin American Politics

What is Latin America and why study it as a region? How can we (and should we) study the region—and how can comparative politics and other disciplines contribute to this endeavour?

Readings:

Galeano, Eduardo. (1997). Introduction: 120 million Children in the Eye of the Hurricane. In *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press.

Maxwell, Kenneth, Mendoza, Plinio Apuleyo, Montaner, Carlos Alberto, Vargas Llosa, Alvaro, & Ames, Michaela Lajda (2000). Guide to the Perfect Latin American Idiot. *Foreign Affairs*, 79(3), 173.

Additional resources:

(In Spanish) Rodrigues, A. (2014, April 14). *Eduardo Galeano no volvería a leer Las Venas Abiertas de América Latina*. <https://www.laondadigital.uy/archivos/1049>

Part I: Colonialism and its Legacies

June 6th – Class 2: Colonialism and Independence Wars

What colonial project(s) were implemented in Latin America and how did they evolve? How was colonialism socially rationalized by the colonial powers? What led to the independence wars and what characterized them?

Workshop: Group activities and discussions.

Reading:

Mahoney, James. (2010). *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511750328>

Material:

*Podcast: Unpacking Latin America. Institute of Latin American Studies at Colombia University. Episode “Historian Caterina Pizzigoni on the Story of the Conquest for the Indigenous Peoples of Latin America”. 27 minutes.

Additional Resources:

*Federici, Silvia. (2004). Colonization and Christianization. Caliban and Witches in the New World. In *Caliban and the Witch*. Autonomedia.

Covey, R. A. (2020). *Inca Apocalypse: The Spanish Conquest and the Transformation of the Andean World*. Oxford University Press. <https://doi.org/10.1093/oso/9780190299125.001.0001>

June 7th – Class 3: The Political Economy of Early Independent States: Export-Oriented Capitalism, State Formation, and Political Order

How did early state and political regime formations take place in the region? How does political economy of the 19th and early 20th centuries matter to understand contemporary politics of Latin America?

Workshop: Group activities and discussions.

Reading:

López-Alves, Fernando. (2020). The Transatlantic Bridge: Mirrors, Charles Tilly, and State Formation in the River Plate. In *The Other Mirror: Grand Theory through the Lens of Latin America*. Princeton University Press. <http://muse.jhu.edu/book/79333>

Material:

Zapata, Emiliano. (1911). *Plan de Ayala*. Brown University Library.

Additional Resources:

Woodward Jr., Ralph Lee. (1996). Liberal-Conservative debate in the Central American Federation, 1823-1840. In V. C. Peloso & B. A. Tenenbaum, *Liberals, politics, and power: State formation in nineteenth-century Latin America*. University of Georgia Press.

Frank, Andre Gunder, (1967). *Capitalism and Underdevelopment in Latin America*. NYU Press.

Bantjes, Adrian A. (2010). The Mexican Revolution. In *A Companion to Latin American History* (pp. 330–346). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781444391633.ch19>

Soifer, Hilel. D. (2015). Chapter I: The Emergence of State-Building Projects. In *State Building in Latin America*. Cambridge University Press. <https://doi.org/10.1017/CBO9781316257289>

Smith, Stephanie Joe. (2009). Introduction Women and the Radical Revolutionary Laboratory. In *Gender and the Mexican Revolution: Yucatan Women and the Realities of Patriarchy*. University of North Carolina Press. https://doi.org/10.5149/9780807888650_smith

Part 2: Democratic Expansion and Contraction in the 20th Century

June 8th – Class 4: The Rise of Classic Populisms

What is populism and why did it emerge in the early 20th century Latin America? What is the relationship between populism and democracy in Latin America?

Workshop: Group activities and discussions.

Reading:

Kaufman, Robert. R., & Stallings, Barbara. (1991). The Political Economy of Latin American Populism. In *The Macroeconomics of Populism in Latin America* (pp. 15–43). University of Chicago Press.

Material:

Duarte, Eva. (1952). *My mission in life (La razón de mi vida)*. Translated from Spanish to English. <https://nla.gov.au/nla.obj-52884695/view?partId=nla.obj-127008676#page/n19/mode/1up>. Skim p.11-45.

Additional Resources:

Weyland, K. (2001). Clarifying a Contested Concept: Populism in the Study of Latin American Politics. *Comparative Politics*, 34(1), 1–22. <https://doi.org/10.2307/422412>

Kampwirth, Karen. (2010). *Gender and populism in Latin America: Passionate politics*. Pennsylvania State University Press.

June 12th – Class 5: Anti-Imperialism, Socialist Revolutions, and the Cold War

What ideas shaped mid-20th century politics in Latin America and why did Marxist ideas take root during the 1950s and 1960s? How did the Cold War influence the region's politics?

Workshop: Documentary screening (“Colombia: The long road to peace after the civil war”, DW Documentary) and discussion.

Reading:

Wickham-Crowley, T. P. (2019). The Revolutionary Process and Theories of Social Movements. In T. P. Wickham-Crowley (Ed.), *Exploring Revolution: Essays on Latin American Insurgency and Revolutionary Theory* (1st ed.). Routledge. <https://doi.org/10.4324/9781315489971>

Material:

Leech, G. (2012). *The Shifting Contours of Colombia's Armed Conflict*. NACLA. Online. <https://nacla.org/news/2012/2/10/shifting-contours-colombia%E2%80%99s-armed-conflict>

Additional Resources:

Guardado, Facundo. (2001). The Gender Composition of the Central American Guerrilla Movements. In I. A. Luciak (Ed.), *After the Revolution: Gender and Democracy in el Salvador, Nicaragua, and Guatemala* (p. 31). John Hopkins University Press.

Marchesi, Aldo. (2018). Introduction: Actions, Ideas, and Emotions in the Construction of a Transnational Radicalism in the Southern Cone. In *Latin America's Radical Left: Rebellion and Cold War in the Global 1960s*. Cambridge University Press. <https://doi.org/10.1017/9781316822968>

Martínez-Fernández, Luis. (2010). The Cuban Revolution. In *A Companion to Latin American History* (pp. 365–385). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781444391633.ch21>

June 13th – Class 6: Authoritarianisms: Bureaucratic Authoritarianism, Neoconservatism, and Genocide

How were Latin American authoritarian governments of the 1960s-1980s and what political project did they implement throughout the region? What are the temporal and spatial differences between authoritarian regimes across the region and what explains this variation?

Workshop: Group activities and discussions.

Reading:

Schamis, Hector. E. (1991). Reconceptualizing Latin American Authoritarianism in the 1970s: From Bureaucratic-Authoritarianism to Neoconservatism. *Comparative Politics*, 23(2), 201–220. <https://doi.org/10.2307/422361>

Material:

* Walsh, Rodolfo. (1977). Open Letter from a Writer to the Military Junta. *Archivo Nacional de La Memoria*.

* Menchú, Rigoberta. (2008). I, Rigoberta Menchú: An Indian Woman in Guatemala (1983). In I. Márquez, *Contemporary Latin American Social and Political Thought: An Anthology*. Rowman & Littlefield Publishers. <http://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=1343735>

Additional Resources:

Collier, David and Cardoso, Fernando Henrique (1979). Overview of the Bureaucratic-Authoritarian Model. In *The New Authoritarianism in Latin America*. Princeton University Press.

Oppenheim, L. (1993). The Military in Power: Creating a New Chile. In *Politics In Chile: Democracy, Authoritarianism, And The Search For Development, Third Edition*. Routledge.

Part 3: The Third Wave of Democracy, Neoliberalism, and the “Left Turn”

June 14th – Class 7 – Democratic Transitions, Democratization, and Neoliberalism

What characterized the third wave of democratizations in Latin America? How did authoritarian countries transition to democracy? What did democracy change in terms of economic policy?

Workshop: Guest Speaker Garance Robert, PhD Candidate in Political Science, Université de Montréal

Readings:

O'Donnell, G. A., Schmitter, P. C., & Woodrow Wilson International Center for Scholars. Latin American Program. (1986). *Transitions from authoritarian rule*. Baltimore: Johns Hopkins University Press. <http://archive.org/details/transitionsfroma00odon>

- Chapter 1: Introducing Uncertainty
- Chapter 3: Opening (And Undermining) Authoritarian regimes

Jonas, Susanne. “Democratization Through Peace: The Difficult Case of Guatemala.” *Journal of Interamerican Studies and World Affairs* 42, no. 4 (December 2000): 9–38.

<https://doi.org/10.2307/166340>.

Additional Resources:

Luciak, I. A. (2001). Gender Equality and the Central American Peace Accords. In *After the Revolution: Gender and democracy in El Salvador, Nicaragua, and Guatemala* (Vol. 1–1 online resource (xxix, 297 pages)). Johns Hopkins University Press. <http://site.ebrary.com/id/10021602>

Weyland, Kurt. (2021). The Initiation of Neoliberal Adjustments. In *The Politics of Market Reform in Fragile Democracies: Argentina, Brazil, Peru, and Venezuela*. Princeton University Press.

<https://doi.org/10.2307/j.ctv182jxsp>. Read all the theory and focus on the cases of Peru and Venezuela.

June 15th – Class 8 – Human Rights Movements, Memory, and Transitional Justice

How have human rights movements shaped civil society resistance to authoritarianism and post-authoritarian politics? How have these movements mobilized to demand truth, memory, and justice?

Workshop: Guest Speaker Celina Van Dembroucke, Lecturer in International Development at McGill and Post-doctoral researcher at Université du Québec à Montréal

Readings:

Jelin, Elisabeth, and Celina Van Dembroucke. “Human Rights and Memory Politics under Shifting Political Orientations.” In *Legacies of the Left Turn in Latin America: The Promise of Inclusive Citizenship*. Notre Dame: University of Notre Dame Press, 2020.

Van Dembroucke, Celina. “The Absence Made Visible: The Case of Ausencias, Gustavo Germano’s Photographic Exhibition.” *InTensions*, 2010.

Additional Resources:

Burt, Jo-Marie, & Rosen, Fred. (1999). Truth-Telling and Memory in Postwar Guatemala An Interview with Rigoberta Menchú. *NACLA Report on the Americas*, 32(5), 6–10.

<https://doi.org/10.1080/10714839.1999.11722712>

Balcells, Laia, Palanza, Valeria, & Voytas, Elsa. (2022). Do Transitional Justice Museums Persuade Visitors? Evidence from a Field Experiment. *The Journal of Politics*, 84(1), 496–510.

<https://doi.org/10.1086/714765>

Feldman, Joseph P. (2019). Historical discourse and moral messages at Peru's Place of Memory, Tolerance, and Social Inclusion. In J. Apsel & A. Sodaro (Eds.), *Museums and Sites of Persuasion: Politics, Memory and Human Rights*. Routledge. <https://doi.org/10.4324/9781138567825>

June 19th – Class 9 – Party Systems, Participation, and Electoral Politics: Institutions of Democratic Representation

How do formal and informal institutions interact in Latin America? How do party systems and electoral institutions shape participation and representation in the region?

Workshop: Group activities and discussions.

Reading:

Lupu, Noam. (2014). Brand Dilution and the Breakdown of Political Parties in Latin America. *World Politics*, 66(4), 561–602. <https://doi.org/10.1017/S0043887114000197>

Material:

Podcast Latin America in Focus. AS/Coa. *Voter Fatigue in Ecuador and Peru* (March 2021). Retrieved January 17, 2022, from <https://open.spotify.com/show/7wTMMhLMCKYP46gKuvmAoj>. 32 minutes.

Additional Resources:

Helmke, Gretche, & Levitsky, Steven. (2006). *Informal Institutions and Democracy: Lessons from Latin America*. JHU Press.

Vergara, Alberto, & Augusto, María Claudia. (2021). Fujimorismo and the Limits of Democratic Representation in Peru, 2006–2020. In J. P. Luna, R. P. Rodríguez, F. Rosenblatt, & G. Vommaro (Eds.), *Diminished Parties: Democratic Representation in Contemporary Latin America*. Cambridge University Press. <https://doi.org/10.1017/9781009072045>

June 20th – Class 10 — From the “Left Turn” to the “Right Turn”: Democracy, Populism, Corruption, and the Media

Why did a wave of Left-wing governments sweep the region at the end of the 20th century? What characterized those governments' political approaches and how did the so-called “Left Turn” affect democracy?

Workshop: Guest Speaker Manuel Balán, Associate Professor in Political Science at McGill University and Associated Dean, Student Affairs at McGill University's Faculty of Arts.

Reading:

Balán, Manuel. (2014). Surviving Corruption in Brazil: Lula's and Dilma's Success despite Corruption Allegations, and Its Consequences. *Journal of Politics in Latin America*, 6(3), 67–93. <https://doi.org/10.1177/1866802X1400600304>

Roberts, Kenneth M., and Steven Levitsky. "Introduction", in *The Resurgence of the Latin American Left*. Baltimore: Johns Hopkins University Press, 2011. <https://doi.org/10.1353/book.1866>.

Additional Resources:

De la Torre, Carlos. (2014). Populism in Latin American Politics. *Research in Political Sociology*, 22, 79–100. <https://doi.org/10.1108/S0895-993520140000022003>

Biroli, Flávia, & Caminotti, Mariana. (2020). The Conservative Backlash against Gender in Latin America. *Politics & Gender*, 16(1), E1. <https://doi.org/10.1017/S1743923X20000045>

Dabène, Olivier. (2020). Uses and Misuses of the "Left" Category in Latin America. In Manuel Balán & Françoise Montambeault (Eds.), *Legacies of the Left Turn in Latin America: The Promise of Inclusive Citizenship*. University of Notre Dame Press. <https://doi.org/10.2307/j.ctv19m64tg>

Simmons, Erica. S. (2016). *Meaningful Resistance: Market Reforms and the Roots of Social Protest in Latin America*. Cambridge University Press. <https://doi.org/10.1017/9781316417645>

June 21st – Class 11 — Contemporary Politics of Inequality and Redistribution: Welfare state and Social Policy

What social policies have been implemented in Latin American countries throughout the 20th and 21st centuries? Are social policies efficient tools to reduce inequalities and poverty? How are social policies gendered?

Workshop: Group activities and discussions.

Readings:

Jenson, Jane, and Nora Nagels. "Social Policy Instruments in Motion. Conditional Cash Transfers from Mexico to Peru." *Social Policy & Administration* 52, no. 1 (2018): 323–42.

Material:

Podcast: Unpacking Latin America. Institute of Latin American Studies at Colombia University. Episode "Sociologist Marcelo Madeiros on Conditional Cash Transfer Programs in Latin America". 33 minutes.

Additional Resources:

Huber, Evelyn, & Stephens, J. D. (2012). *Democracy and the Left: Social Policy and Inequality in Latin America*. University of Chicago Press.

Fairfield, Tasha, & Garay, Candelaria. (2017). Redistribution Under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking. *Comparative Political Studies*, 50(14), 1871–1906. <https://doi.org/10.1177/0010414017695331>

GUEST SPEAKER REVIEW #1 DUE (June 21st, 11:59pm)

Part 4: Social Movements, Citizenship, and Contemporary Issues

June 22nd – Class 12 – Urban (in)security, policing, and exclusions

What forms of violence affect the daily lives of individuals living at the margins of Latin American societies—and what strategies do they individually and collectively put in place against exclusion? How do state and non-state actors interact with excluded “others” and what are the implications of those interactions for democracy in Latin America?

Workshop: Group activities and discussions.

Reading:

Dias Felix, Annabelle, & Hilgers, Tina. (2020). Community oriented policing theory and practice: Global policy diffusion or local appropriation? *Policing and Society*, 1–9.
<https://doi.org/10.1080/10439463.2020.1776280>

Material:

*Podcast: episode “Policing Life and Death: Race, Violence, and resistance in Puerto Rico” with Marisol LeBrón. New Books in Latin American Studies.

<https://fr.scribd.com/podcast/418452472/Marisol-LeBron-Policing-Life-and-Death-Race-Violence-and-Resistance-in-Puerto-Rico-U-California-Press-2019-LeBron-examines-the-rise-of-and-r>

Additional Resources:

Telles, Edward E. (2006). Chapter Eight: Residential Segregation. In *Race in another America: The significance of skin color in Brazil*. Princeton University Press. <http://hdl.handle.net/2027/heb.31538>

Montambeault, Françoise. (2012). When Clients Become Collective Actors. In Tina Hilgers (Ed.), *Clientelism in Everyday Latin American Politics* (pp. 99–120). Palgrave Macmillan US.
https://doi.org/10.1057/9781137275998_6

Pearce, Jennie. (2010). Perverse state formation and securitized democracy in Latin America. *Democratization*, 17(2), 286–306. <https://doi.org/10.1080/13510341003588716>

Hilgers, Tina, & Macdonald, Laura. (2017). Introduction: How Violence Varies: Subnational Place, Identity, and Embeddedness. In T. Hilgers & L. Macdonald (Eds.), *Violence in Latin America and the Caribbean* (pp. 1–36). Cambridge University Press. <https://doi.org/10.1017/9781108140553.001>

June 26th – Class 13 – Gendered Politics of Mobilisation and Resistance: Feminist and Anti-Feminist Movements

How have women mobilized against patriarchal oppression in Latin America and particularly, gender-based violence? What characterizes the recent mobilizations against gender-based violence, under the label Ni Una Menos/Ni una Más? How have anti-gender movements mobilized in the part years?

Workshop: Guest Speaker Danielle Coenga-Oliveira, PhD Candidate in Political Science at Université du Québec à Montréal

Reading:

Correa, Sonia, Parker, David, 2020. “Forewords ». dans S. Correa (dir.). *Anti-gender politics in Latin America*. Rio de Janeiro: ABIA, p. 10-19. <https://sxpolitics.org/GPAL/uploads/E-book-Resumos-completo.pdf>

Materials:

*Podcast: Unpacking Latin America. Institute of Latin American Studies at Colombia University. Episode “Cultural Studies Scholar Graciela Montaldo on Gender and Feminism in Latin America”. 30 minutes.

Additional Resources:

Lebon, Nathalie, & Maier, Elizabeth. (2010). *Women’s Activism in Latin America and the Caribbean: Engendering Social Justice, Democratizing Citizenship*. “Introduction. Women Building Plural Democracy in Latin America and the Caribbean”. Rutgers University Press. <http://muse.jhu.edu/book/1664>

*Htun, Mala, & Jensenius, Francesca R. (2020). Aspirational Laws as Weak Institutions: Legislation to Combat Violence against Women in Mexico. In D. M. Brinks, S. Levitsky, & M. V. Murillo (Eds.), *The Politics of Institutional Weakness in Latin America* (1st ed., pp. 141–160). Cambridge University Press. <https://doi.org/10.1017/9781108776608.006>

*Prieto-Carrón, Marina, Thomson, Marilyn, & Macdonald, Mandi. (2007). No more killings! Women respond to femicides in Central America. *Gender & Development*, 15(1), 25–40. <https://doi.org/10.1080/13552070601178849>

June 27th – Class 14 – Contemporary Indigenous Politics

Why and how did peasants mobilize based on their Indigenous and/or Black identity in Latin America? What explains variation between countries in terms of the trajectories, identities, struggles, and repertoires of collective action in the region’s rural areas?

Workshop: Guest Speaker Andréanne Brunet-Bélanger, PhD Candidate in Political Science, Université de Montréal

Reading:

Yashar, Deborah J. (1998). Contesting Citizenship: Indigenous Movements and Democracy in Latin America. *Comparative Politics*, 31(1), 23. <https://doi.org/10.2307/422104>

Brunet-Bélanger, Andréanne. “Understanding Indigenous Movements in Paraguay: The Case of the Xákmok Kásek Community and the Scales of Resistance.” In *Social Movements and the Struggles for Rights, Justice and Democracy in Paraguay*, edited by Charmain Levy, Laureen Elgert, and Valérie L’Heureux, 83–106. Social Movements and Transformation. Cham: Springer International Publishing, 2023. https://doi.org/10.1007/978-3-031-25883-1_5.

Additional Resources:

Rice, Roberta, & Van Cott, Donna Lee. (2006). The Emergence and Performance of Indigenous Peoples’ Parties in South America: A Subnational Statistical Analysis. *Comparative Political Studies*, 39(6), 709–732. <https://doi.org/10.1177/0010414005285036>

Rousseau, Stéphanie, & Morales Hudon, Anahi. (2017). *Indigenous Women’s Movements in Latin America*. Palgrave Macmillan US. <https://doi.org/10.1057/978-1-349-95063-8>

June 28th – Class 15: Conclusions

GUEST SPEAKER REVIEW #2 DUE JULY 5TH
FINAL PROJECT DUE JULY 7TH

Evaluations

The diversity of evaluations aims at providing students with opportunities to perform according to their strengths, whether it is through oral communication or written expression. In some cases, the weight of each evaluation can be adapted to students' needs, on an individual basis (please get in touch if needed).

Instructions, Value, and Deadlines

Assignment	Due Date	Value	Description
Guest Speaker Reviews	GSR #1 Due June 21 st , 11:59pm	40% (5% for each questions/discussion points, 15% for each written review)	The GSR consists of 2 reviews of 2 different guest speakers of your choice, in teams of 2 students. The goal of this assignment is for you to engage at a deeper level with the guest speaker presentations by connecting them with class material. Each team is responsible to prepare some questions and discussion points to share after each of the 2 chosen guest speakers' presentations (5% per guest speaker, total 10%). See Appendix A for more details.
	GSP #2 Due July 5 th , 11:59pm.		
Final Project: The Ultimate Intellectual Battle: An "Traditional Research Paper", Student vs. Machine	Due July 7 th , 11:59pm	40%	The final project aims at reflecting on and expanding the course material to a topic of your interest, through a critical use and analysis of an artificial intelligence-generated essay. See Appendix B for more details.
Participation	Evaluated throughout the semester	20%	Your participation during workshops will be evaluated based on the quantity and quality of interactions with your peers and the workshop submissions. This may may entail, among other things, notes, questions, observations, or critiques.

** All assignments (including workshop participation) should be uploaded to MyCourses in the appropriate section, in word doc or PDF format.

Appendix A

Guest Speaker Reviews

In teams of two, prepare discussion questions and interventions and produce 2 guest speaker reviews:

Guest Speaker questions/discussion points:

- Based on the assigned readings and during the presentation, prepare questions and discussion points for the guest speaker.
- Since many teams may have chosen the same guest speaker, we might not have time to hear all your questions. Do not panic! In any case, please upload to MyCourses your discussion questions in the appropriate section by the end of the day of the presentation.

Guest Speaker Review Essay:

- Each essay should include the following:
 - A summary of the research question and argument presented by the guest speaker.
 - An analysis of how their argument/presentation connects, speaks to, or complements one or two course(s) of your choice (material, readings, discussions, and/or lecture). Ex.: Which concepts were mobilized? How? In what ways does the guest speaker expand or complement the theories or approaches explored in class? What does it add to our understanding of politics in Latin America?
 - Your own appreciation or critique of the research presented.
- Length: 1,000-1,300 words (excluding the bibliography).
- A complete bibliography of the material employed. You may rely on class material or external material if needed.
- To be uploaded to MyCourses by June 21st (GSP #1) and July 5th (GSP #2)

To facilitate coordination, I will create the teams by the end of the first week of classes through MyCourses. If you are having issues communicating and/or collaborating with your team member, please contact me. Note that “free riding” will not be tolerated; if the work is not properly distributed amongst team members, I will take this into consideration in my evaluation.

Appendix B
The Ultimate Intellectual Battle: A “Traditional Research Paper”, Student vs. Machine
(40%)

**Individual work

Chat GPT Essay

- 1- After logging in to [Chat GPT](#), prompt the machine with a broad research question within the ones below and ask the machine to produce a 4,000 words essay:
 - How does violence affect democratic politics in Latin America?
 - What explains political instability in Latin America?
 - Why do social movements fail/succeed in Latin America?
 - A question of your choice (please consult me).
- 2- Then, create another 3,000 words essay on a more specific sub question (related to your main question) and empirical case. For example:
 - Choose a specific case and a specific aspect of democratic politics. Ex.: What are the effects of the civil war in Guatemala on political participation? What are the legacies of structural colonial violence in Brazil on policing practices?
 - Choose a specific case and institution. Ex.: What explains Peru’s record of Presidential instability? What explain Mexico’s high levels of political corruption?
 - Choose a specific case of a social movement and a specific outcome. Ex.: Why has Argentina’s human rights movement succeeded in bringing justice for the atrocities committed during the military regime, while Chile has not? Why have Indigenous Peoples in Bolivia successfully institutionalized in a political party (the MAS), while not in Brazil?
 - A sub question and case of your choice (please consult me)
- 3- Copy and paste the outputs in a word document and paint them the colour of your choice. Rearrange the output in a coherent essay if needed.

Student Critical Analysis and Complementary Essay

- 4- **10%:** Critical reviewing – Using another color or other tools like the “comments” function (or by hand, if you prefer), critically analyse the generated outputs. This may include the following:
 - Identify information that is either wrong, incomplete, missing, or meaningless.
 - Identify the arguments, concepts that were discussed in class and the ones formulated by the authors we have read. Match the AI-generated arguments with authors, when possible.
- 5- **20%:** Student’s complementary essay (~2,000-2,500 words)– Underneath the AI-generated text, write an improved version of the essay by incorporating elements from the AI machine, your critical reviewing and by complementing it with scholarly analyses. This will involve a process of filtering, reorganization, hierarchization of the AI-generated arguments, to be used for the development of your own writing. The goal is for you to come up with your own argument and scholarly voice.

- After reading your bibliography, choose (from the AI output or from the academic sources) the argument(s) you think best answer your research question.
 - Select and hierarchize the different arguments included in the AI-generated output, if applicable.
 - Rectify or complement the writing based on **academic and relevant non-academic sources** you have consulted, including class material.
- 6- **5%:** A personal reflection on critical thinking in academic knowledge production and artificial intelligence (~500-600 words)
- How does the AI-generated output compare to your research-based analysis? Could you establish patterns from the AI-generated text that you agreed with/disagree with?
 - How did you approach reviewing critically the AI-generated output? What did you find the most challenging/rewarding in this exercise?
 - Read and include **two relevant sources** that discuss the role of AI in social scientific knowledge production or higher education pedagogy.
- 7- **5%:** Format and language (Citations, bibliography, reference, grammar, presentation, etc.)
- Cover page: name, program, date, course, institution, etc.
 - Complete bibliography with a consistent citation style (APA, MLA, Chicago, etc.). Include between 6-10 academic sources.
 - Total length: 2,500-3,000 words (excluding frontpage, AI-generated text, and bibliography), double spaced, Times New Roman 12pts.
 - Word or PDF format accepted.