

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number:

New Course: POLS 271: Government and Politics of Latin America

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

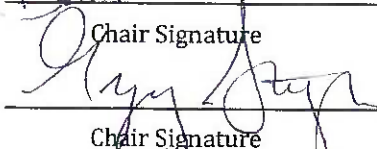
Updated 8/1/2023

Department/School(s)

 3-22-24
Chair Signature Date

Chair/Program Director Signature Date

College Academic Council(s)

 3-22-24
Chair Signature Date
 3/22/2024
Chair Signature Date

Dean(s)

Signature Date

Signature Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	POLS 271
--	----------

1. Systems and Catalog Information Complete each item.

A	Course Developer	Candice Ortals
B	Course Instructor	Candice Ortals
C	Course Title	Government & Politics in Latin America
D	Course Abbreviation for Banner if title is more than 30 characters	Gov & Pol in Latin America
E		CAHSS - Arts, Humanities, and Social Sciences
F		PSCJ - Political Science & Criminal Justice
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L		3
M		<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	Examination of political culture, interest groups, political parties, legislatures, executives, and gender

		and indigenous politics in Latin America. The course focuses on Argentina, Mexico, Venezuela, and Chile.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, even years</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>No</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024
V	Is this course required for a program(s)?	<u>No</u> If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: Fall 2020, POLS 440.01 8 students POLS 440.01, Fall 2022, 4 students
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	None

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course addition should be considered in the context of the overall changes to the political science major being submitted at the same time as this application. This course serves as an option in menus related to the new structure of the political science major.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The political science major includes a variety of comparative politics courses that look at particular regions of the world. For example, we have a course about West European politics. Latin America is a common comparative politics course at similar institutions to ACU. It is particularly relevant to ACU, because of our Texas location, in close proximity to the Latin American ambit. This course not only suits the political science curriculum but it also will serve as an addition to the Latin American studies minor.

3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The course is geared towards upperclassmen learners, both from within and outside of the political science major.

2. State the overarching course goal(s) in performance terms. The overall goal of the course is to compare across the region of Latin America with regards to political parties, political economy, political culture, etc. Thus, the course gives an overview of the entire region. However, it also examines several countries in an in-depth fashion: Mexico, Venezuela, Argentina, and Chile. Going into in-depth analyses of these countries allows students to see the overall course themes in a more nuanced fashion. These country cases are also a basis of comparison – as course themes manifest themselves differently in these various cases.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Ability to identify and compare political institutions, governmental and non-governmental actors, and political culture and economics in Latin America (specifically in Argentina, Mexico, Venezuela, and Chile), distinguishing basic differences and similarities among them.	Exams; quizzes; class discussions
2	Ability to summarize and analyze academic articles about Latin American politics.	Write 3-4 article reviews of 3-4 pp. in length
3	Ability to analyze scholarship, current events, and trends pertaining to gender, class, race, and indigenous politics.	Complete readings; Write 3-4 article reviews of 3-4 pp. in length
4		
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Alemán Eduardo. 2021. Latin American Politics. Thousand Oaks, California: CQ Press.
(Undergraduate)

B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.

Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/1/2023

POLS 271
Government and Politics in Latin America
3 credit hours
Fall 2024

Hardin Administration Building 100
Thursday, 6:00-8:50pm

Professor: Candice D. Ortals, Ph.D., Professor of Political Science and University Scholar. I have been a professor of political science for over eighteen years, and this is my third year teaching at Abilene Christian University. I teach courses in comparative politics, with an emphasis on Europe and Latin America. I also research and teach about gender, protest, and terrorism. My classes combine lecture, discussion, and group activities. I am a global thinker who focuses on the big picture over minor details as well as new and creative ideas and ways to analyze politics. I typically prefer a flexible classroom; important discussions may take precedence over the lecture slides and I occasionally change course readings to cover current events. The organization of my courses is rooted in the weekly goals that I present to the students at the beginning of each unit and that I post on Canvas. *I prefer to be called Professor or Dr. Ortals.

Contact: Phone number: (325)-674-4823 ; Email address: Candice.Ortals@acu.edu; Office: Admin 131D

Office Hours and Appointments: I prefer appointments over office hours, but will be available in my office from Tuesday 1-3pm and Thursday 1-3pm. I am very flexible about making appointments on many days/times, in person and on Zoom. Please email me for appointment times.

Description and audience: The course examines political culture, interest groups, political parties, legislatures, executives, and gender and indigenous politics. These topics will be informed by surveys of Argentina, Mexico, Venezuela, and Chile. The course is geared towards upperclassmen learners, both from within and outside of the political science major.

Prerequisites/corequisites: None

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission: The mission of the Department of Political Science and Criminal Justice is to provide a program of study to help students understand domestic and international politics

and law enforcement theory and practice, and to prepare students for informed and active participation in public service.

Christian Perspective: This course teaches fundamentals about political science and the subfield of comparative politics, thus preparing students to learn about Latin America in this course and additional world regions in other courses. Learning about key concepts in comparative politics allows students to understand political dynamics and leadership in our world today. With such background knowledge, students acquire building blocks that prepare them to serve as Christian political leaders and activists.

Instructional Materials:

Alemán Eduardo. 2021. *Latin American Politics*. Thousand Oaks, California: CQ Press, an imprint of SAGE publications.

*Other readings will be available on Canvas, and/or through library databases (<https://www.acu.edu/library.html>).

Learning Outcomes:

- Identify and compare political institutions, governmental and non-governmental actors, and political culture and economics in Latin America (specifically in Argentina, Mexico, Venezuela, and Chile), distinguishing basic differences and similarities among them. Students will demonstrate these outcomes by way of quizzes, exams, and class discussions.
- Summarize and analyze academic articles about Latin American politics. To accomplish this outcome, students will write three article reviews.
- Analyze scholarship, current events, and trends pertaining to gender, class, race, and indigenous politics. To accomplish this outcome, students will participate in class discussions and write three article reviews related to these topics.

Exams: This course includes two exams, each with 15 multiple choice questions, 5 fill-in-blank ID questions (with name bank), and 4 short essays. Exams are on October 20 (Midterm) and December 15 (Final). The final exam will *not* be comprehensive.

Article Memos: Students will write 3 of the 4 article memos, in which they summarize the article, explain the phenomenon under review, articulate/propose policy solutions, and state personal reflections. Article memos are to be about 3-4 pages (double-spaced, 12 pt. font) and consist of four paragraphs. Students will sign up for 3 of the 4 memos during the second week of class. See assignment guide/rubric posted on Canvas.

Each memo includes the following paragraph sections:

1. Summary (Research question, data, method, and overall findings)
2. Explanation of Causation

3. Implications and Policy/Institutional Response
4. Personal Reflection

*Student will also be graded on her/his participation in the discussion about the article.

Memos are to be turned into Canvas a half hour before the class session on the due date.

There will be no late memos accepted and no switching memo signup choices. Students will use the APSA citation style to cite page numbers in the memo. See:

<http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>

Project Assignment: TBA determined by class members during first week of class

Participation and Quizzes: A participation grading rubric is available on Canvas. The grade is based on:

1) The quiz grade will be based on the student's responses to pop quizzes administered at the beginning of Thursday's class, thus students must be present and on time to take them. Quizzes include six T/F or multiple choice questions, and are graded on a check-minus, check, or check-plus basis (Check Plus= 5 or 6 correct answers; Check=4 correct answers; Check Minus= 3 or 2 correct answers; Half credit = 1 or 0 correct answers). There will be no make-up quizzes, yet students may skip *two* quizzes/responses during the semester (or can drop the lowest two scores).

2) Students will also be graded based on participation, including comments in class discussions and participation during activities.

Grading:

Exam 1 (Midterm)	40 points
Exam 2 (Final)	40 points
Article memo 1	10 points
Article memo 2	10 points
Article memo 3	10 points
Project Assignment	20 points
Participation (Quizzes and in class participation)	20 points
<i>TOTAL points</i>	150 points

Range of Points	Final Letter Grade
90%-100% (135-150 points)	A
80%- 89% (120-134 points)	B
70%-79% (105-119 points)	C
60%-69% (90-104 points)	D
Below 59% (89 points and below)	F

Policies and Important Information

Extra credit opportunities: There will be a couple of small extra opportunities to improve the *participation grade*. These small opportunities will be graded on a check-minus, check, check-plus basis.

Rules for discussing grades: I do not discuss grades in the classroom setting as these conversations include private information and should be regarded as private conversations. Questions about grading are welcome. *If a student wants to discuss grades, s/he must do so *after* 24 hours of receiving the graded exam/item and *before* one week's time. *Before* discussing the grade, the student should send a brief email indicating the nature of the grading inquiry. After writing the email, the student will be more prepared to discuss the grading results.

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy:

<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

Harassment policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Intellectual Property: Course materials prepared by the professor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the professor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Attendance/Participation: The quiz/participation grade hinge on class involvement and regular attendance. The participation grade will *drop* if the student does not participate in class. Exam and participation grades will be much *lower* if the student does not attend class and thus does not understand key concepts and lecture themes. Unless it is an extreme circumstance, I do not give email updates to absent students with detailed instructions about assignments that I have previously described in class. Please schedule weekend and holiday travel with the class requirements in mind. The professor will not change due dates or exam dates in order to accommodate personal travel. Make-up exams are *only* an option in the case of extreme illness or family tragedy, for which the professor requires communication *before* anticipated absence and proper documentation *after* the absence. If you are on the debate team or an athletic team, please inform the professor of anticipated absences at the beginning of the semester.

Communications/Announcements: Announcements will be given in class and also through email. Students are responsible for attending class and checking email in order to get announcements. Please feel free to email me during the week. Due to professional and personal travel, I answer email sporadically during the weekend. Please keep this in mind when completing assignments over the weekend. When asking for assistance on assignments and

studying for exams, please email before 9pm on the night before the item is due. I will answer urgent emails the day of the assignment/exam but I cannot guarantee extensive help.

Grading/Late Assignments: If students are not present, they will not receive credit for any participation activity conducted during the given class period. Make-up homework and in-class activities will not be available, and no assignments will be accepted by email without prior approval. Late paper project assignments will receive only 75% credit for up to a week. No paper components will count for credit after one week's time. *There will be no late article memos accepted.

Class Decorum: Students should conduct themselves in a professional manner at all times. Academic discourse is encouraged at all times, whether it is through in classroom speech, Zoom, or e-mail.

Technology use: Laptops and phones may be used in class but only for academic purposes (e.g., taking notes, looking up an example when prompted to do so, etc.). Unless used for class, your cell phone should be in the off or silent position during class time. It is inappropriate to answer phone calls or engage in text conversations during class time.

Calendar:

*Indicates a due date or exam.

*The professor reserves the right to modify the calendar as necessary.

Week 1 (Thursday, September 1): Introduction and History

Readings:

Alemán, Chapter 1

Week 2 (Thursday, September 8): Democracy

Readings:

Alemán, Chapter 2

Week 3 (Thursday, September 15): Argentina

Readings:

"Argentina: A Country Study," Read "Introduction," pp. 26-33 of the PDF. Available at:
https://www.marines.mil/portals/1/Publications/Argentina%20Study_1.pdf?ver=2012-10-11-163231-203

Geethanjali Nataraj and Pravakar Sahoo. 2003. "Argentina's Crisis: Causes and Consequences." *Economic and Political Weekly* 38(17): 1641–44.
<http://www.jstor.org/stable/4413486>.

Tekiner, U. 2020. "Back-to-Roots Again? Kirchnerismo as a Reclaiming of Classical Peronism." *ODTÜ Gelişme Dergisi* 47(2): 257–280, 2020, Available: <http://www2.feas.metu.edu.tr/metusd/ojs/index.php/metusd/article/view/986>

Using the database ABI Inform, read the most recent:

- Argentina: Country fact sheet
- Argentina: Political structure
- Argentina: Briefing sheet
- Argentina: Country outlook

Week 4 (Thursday, September 22): Political Culture

Readings:

Alemán, Chapter 9

Article Club 'Practice': Segovia, Joselin, Nicola Pontarollo, Mercy Orellana. 2021 "Discontent with Democracy in Latin America." *Cambridge Journal of Regions, Economy and Society* 14(3): 417–438, <https://doi-org.acu.idm.oclc.org/10.1093/cjres/rsab020>

Week 5 (Thursday, September 29): Interest Groups, part 1

Readings:

Handout: "Gustavo Gutiérrez: Interviewed in Lima (September 2002)" and "Instruction on the Sacred Congregation on Certain Aspects of the 'Theology of Liberation' (Joseph Ratzinger)," available on Canvas.

Collier, David. 2001. "Bureaucratic Authoritarianism," download at: https://www.researchgate.net/publication/234113379_Bureaucratic_Authoritarianism

Alemán, Chapter 4

Week 6 (Thursday, October 6): Interest Groups, part 2

Readings:

Kline, Harvey, Christine J. Wade, and Howard J. Wiarda 2017. *Latin American Politics and Development*. 9th Edition. New York: Routledge. Read sections "Peasants" and "Indigenous Groups," posted on Courses.

Tharoor, Ishaan. "The Anti-indigenous Politics that Still Fuels Latin America's Right." *The Washington Post*, 26 November 2019. Available at: <https://www.washingtonpost.com/world/2019/11/27/anti-indigenous-politics-that-still-fuels-latin-americas-right/> [or through Ebsco Newspaper Plus]

Article Club #1: Simbsler, David. 2021. "'Trusting the Lord, Conquering the Land': Pentecostals, Landless Movement and Grassroots Politics from Dilma Rousseff to Jair Bolsonaro." *Bulletin of Latin American Research*.

Week 7 (Thursday, October 13): Political Parties

Readings:

Kline, Harvey, Christine J. Wade, and Howard J. Wiarda 2017. *Latin American Politics and Development*. 9th Edition. New York: Routledge. Read: "Political Parties," pp. 42-46, posted on Courses.

Rachman, Gideon. 2022. "Poverty and Inequality Drive Change in Latin America, Status Quo Upturned by Wave of Populist Leaders." *Financial Times*, June 1, <https://www.ft.com/content/edf677cf-0002-49ee-a1b6-8ff24bd538b6>

Schmidt, Samantha. 2022. "As Latin America Embraces a New Left, the U.S. Could Take a Back Seat." *The Washington Post*, June 20, <https://www.washingtonpost.com/world/2022/06/20/petro-latin-america-left/>

Fisher, Stephen. "OVERVIEW electoral volatility," Oxford Reference, <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095745753>

Gomez, Raul. 2015. "People are Running, But Where are They Heading? Disentangling the Sources of Electoral Volatility." Read pages 2 and 3, available on Canvas.

Burrier, Grant. 2019. "'Más de lo Mismo': Guatemalan Elections Highlight Inchoate Party System." *Global Americans*, June 20, <https://theglobalamericans.org/2019/06/mas-de-lo-mismo-guatemalan-elections-highlight-inchoate-party-system/>

Article Club #2: Gold, Tomás and Alejandro M. Peña. 2021. "The Rise of the Contentious Right: Digitally Intermediated Linkage Strategies in Argentina and Brazil." *Latin American Politics and Society*, 63(3): 93-118. doi:10.1017/lap.2021.23

Week 8 (Thursday, October 20): Midterm; Begin Mexico

*No new reading assignments

Video Assignment to be completed after the midterm: *This video is not included on Midterm Exam

"Mexico. Revolution and rebirth," by Francisco Ravela, History Channel. *Watch documentary until 38:40.

Week 9 (Thursday, October 27): Mexico

Readings:

Ai Camp, Roderic. 2015. "Democratizing Mexican Politics, 1982-2012," The Wilson Center, April 13, <https://www.wilsoncenter.org/article/democratizing-mexican-politics-1982-2012>

Using the database ABI Inform, read the most recent:

- Mexico: Country fact sheet
- Mexico: Political structure
- Mexico: Briefing sheet
- Mexico: Country outlook

"Can AMLO Deliver on His Vision for Mexico's Future?" 2022. *World Politics Review*, Jun 20, <https://www.worldpoliticsreview.com/under-amlo-mexico-s-economy-and-mexico-u-s-relations-in-the-spotlight/>

Blanck, Nili, 2021. "AMLO's Young Supporters Are Having Buyer's Remorse," *World Politics Review*, Apr 13, <https://www.worldpoliticsreview.com/after-electing-amlo-mexico-youth-have-buyer-s-remorse/>

Week 10 (Thursday, November 3): Executives and Legislatures

Readings:

Alemán, Chapters 5 and 6

Week 11 (Thursday, November 10): Women and Politics

Readings:

Ramm, Alejandra. 2020. "Latin America: A Fertile Ground for Maternalism." In *Motherhood, Social Policies and Women's Activism in Latin America*, Ramm A., Gideon J., eds. Studies of the Americas. Palgrave Macmillan, Cham, chapter available through Canvas.

Alemán, Chapter 12: 326-336

Strachan, J. Cheri, Lori Poloni-Staudinger, Shannon Jenkins, and Candice D. Ortals. 2019. *Why Don't Women Rule the World? Understanding Women's Civic and Political Choices*. Thousand Oaks, CA: CQ Press. Read short selection on women presidents, available on Canvas.

Gartenlaub, Andrea. 2022. "Gabriel Boric's Gender-Balanced Cabinet and the Road to Equality in Chile." *LSE Blog*, March 11th, <https://blogs.lse.ac.uk/latamcaribbean/2022/03/11/gabriel-boric-gender-balance-cabinet-equality-in-chile/>

Article Club #3: Reyes-Housholder, Catherine, and Gwynn Thomas. 2021. "Gendered Incentives, Party Support, and Viable Female Presidential Candidates in Latin America." *Comparative Politics* 53 (2): 331-355.

Week 12 (Thursday, November 17): Venezuela

Readings:

"History of Venezuela." *Britannica*. Read from "Venezuela since 1935" to the end of the webpage, ending with the section "The presidency of Nicolás Maduro": <https://www.britannica.com/place/Venezuela/Sports-and-recreation#ref407766>

Cheatham, Amelia, Diana Roy, and Rocio Cara Labrador. 2021. "Venezuela: The Rise and Fall of a Petrostate." Council on Foreign Relations, December 29, https://www.cfr.org/backgrounder/venezuela-crisis?gclid=Cj0KCQjwjbyYBhCdARIsAArC6LIOTIWFUggsxB7jrXK6CrRSPbB6OcRXDUGBNbFrLu9vkGXn6n-r5v4aAuDkEALw_wcB

Using the database ABI Inform, read the most recent:

- Venezuela: Country fact sheet
- Venezuela: Political structure
- Venezuela: Briefing sheet
- Venezuela: Country outlook

Week 13 (Thursday, December 1): Economics and Development

Readings:

Wynia, Gary W. 1990. "The Stakes in the Game." In *The Politics of Latin American Development*. Third Edition. Cambridge: Cambridge University Press. Available through Canvas, read pp. 105-136.

Alemán, Chapter 12: p. 311-325

Stott, Michael. 2019. "Latin American Faces a Second 'Lost Decade'." *Financial Times*, 15 November 2019, <https://www.ft.com/content/07f0e09e-0795-11ea-9afa-d9e2401fa7ca> [also available through NexisUni]

Article Club #4: Ramírez, Viviana. 2021. "Relationships in the Implementation of Conditional Cash Transfers: The Provision of Health in the Oportunidades-Prospera Programme in Puebla, Mexico." *Social Policy and Society* 20(3): 400-417. doi:10.1017/S1474746420000445.

Week 14 (Thursday, December 8): Chile

Readings:

Watch:

- Brief Political History of Chile," Crónica Panamericana, Dec 4, 2020,
<https://www.youtube.com/watch?v=gsWDarMiVCw> [watch from 7:22-end]
- What's the flip side to Chile's economic success?, March 11, 2020,
https://www.youtube.com/watch?v=Y-JKy_9PfBg

Suarez-Cao, Julieta. 2021." Reconstructing Legitimacy After Crisis: The Chilean Path to a New Constitution." *Hague Journal on the Rule Law* 13: 253–264.

<https://doi.org/10.1007/s40803-021-00160-8>,

<https://link.springer.com/article/10.1007/s40803-021-00160-8>

Using the database ABI Inform, read the most recent:

- Chile: Country fact sheet
- Chile: Political structure
- Chile: Briefing sheet
- Chile: Country outlook

1 current events article, TBA

Final Exam: 6:30-8:15 p.m., Thursday, December 15



February 9, 2024

Candice Ortals, Ph.D.
Professor of Political Science
Department of Political Science and Criminal Justice
Abilene Christian University
Phone: (325) 674-4823

Re: Review of Government and Politics in Latin America (POLS 471)

271

AC

Dear Dr. Ortals,

Thank you for submitting Government and Politics in Latin America (POLS 471) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can be of any help in the design and facilitation of this course.
Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm'.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 8, 2024
TO: Dr. Candice Ortals-Wiser
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for POLS 271- Government and Politics in Latin America

The library is able to provide adequate support for the course. Please contact Laura Baker, Librarian Liaison, if additional resources are needed in support of the course. Thank you for letting us review the course proposal and syllabus.