

POLS 3270 - Latin American Politics and Government

Department of Political Science
Utah State University

Spring 2025

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Meeting time: TuTh, 13:30 to 14:45
Classroom: Old Main 006
Office hours: By appointment ([sign up here](#)).

Course Description

This course is designed to provide an overview of 20th and 21st century politics in Latin America, with an emphasis in the current challenges faced by countries in the region. The course has two parts. The first part consists of an historical overview of key issues in the development of the modern Latin American states. The second part deals with the problems and challenges Latin American countries face today. Most countries in the region are now democracies, but they face important threats, stemming from their inability to curb violence, corruption and inequality.

Course Objectives

By the end of this course, students should be able to:

1. *Understand and apply basic concepts used in comparative politics (e.g., democracy, state capacity, corruption, clientelism) to the study of Latin American politics.*
2. *Identify the key issues in contemporary Latin American politics and explain their origins.*
3. *Analyze current events Latin American politics in their broader context.*

Course Format

- ▷ Class meets on Tuesdays and Thursdays from 13:30 to 14:45.
- ▷ You will be required to read ahead of class. Reading assignments are listed in the schedule below.
- ▷ Participation is evaluated based on your engagement during meetings and as your contributions to Discussions on Canvas.
- ▷ The final project represents the largest portion of your final grade. It is comprised of a final paper and a presentation in class.

Readings and Textbook

Course readings will be drawn from academic journal articles (which will be available on Canvas), as well as the following required book (available as an e-book on Canvas):

Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

Course Requirements

Students are expected to attend every lecture, complete all of the required readings, and read any additional material that is posted to Canvas each week. When additional materials are posted, I will note explicitly whether they are required or merely optional for interested students. Note that lectures will sometimes cover material that is not in the readings, and the readings may contain material that is not covered in the lectures. Students' performance will be evaluated based on the following items:

- ▷ Class Attendance (1%)
- ▷ Quizzes (9%)
- ▷ Discussion Sessions (15%)
- ▷ Final Project (50%)
- ▷ Examination (25%)

Class Attendance (1%)

To succeed in the course, it is essential to attend class and actively participate, in addition to completing all assigned readings. Importantly, I will sometimes cover material during class which is not included in the readings. Attendance represents 1% of the final grade.

Quizzes (9%)

Quizzes are activities based on assigned readings and lecture material; they are designed to help you evaluate how well you have understood the reading and/or the lecture. There will be **9** quizzes which you will need to complete on Canvas. Each of them has two questions. Each quiz is worth 1 point.

Discussion Sessions (15%)

The nature of this assignment—individual or group—will depend on the final number of students in the classroom. Students will present one of the day's readings and lead a brief discussion: 15 minutes between presentation and Q&A. To that end, you should prepare questions for your classmates and

be prepared to answer questions from them as well. You will be graded on your presentation of the readings and on the answers you provide to your classmates and instructor. As you prepare for this assignment, please make sure to come to my office hours with any questions you may have. These discussion sessions will take place on weeks 11 through 14, and papers will be assigned on **March 4**.

Final Paper (50%)

Starting on week 2, students will choose a country they would like to focus on throughout class. The final project consists of a short essay (no longer than 6 pages, double-spaced) and an in class presentation (about 10 minutes long). You can choose any of the themes we will explore in this course (listed in the schedule below), and write about it in the context of the country of your choosing. For example, you may choose to write about the incidence of political corruption in Guatemala or about the recent trends in urban-rural migration in Argentina.

This is an individual assignment. In order to make sure everyone stays on track there will be two graded milestones throughout the semester, which you can see as opportunities to receive feedback. The first such milestone for this assignment will consist of a 2-page description of your idea. This first draft is due by 23:00 on **March 4**. After submitting your essay idea, you will receive feedback from me, which I hope you will incorporate when writing your essay.

The next milestone is a brief presentation of your essay, during weeks 15 and 16. You will receive feedback from your peers and me, helping you enhance your essay. You will also be expected to provide feedback and ask questions to your peers.

The final draft of your essay will be due on April 25 at 18:00. Your final draft will be graded for substance and clarity. Formatting requirements: no more than 6 pages (excluding references), double spaced, with 1 inch margins and 12-point Times New Roman font. You should cite your references using the [Chicago-Style](#).

Additionally, students are then expected to keep up with the news from their chosen country and to share updates in class (5 during the semester), specially when something noteworthy takes place.

Grading for this assignment will be as follows:

- Country updates (5 throughout the semester): 5 points
- First draft (due on March 4): 20 points
- Final Presentation (Weeks 15 and 16): 15 points
- Participation in the feedback sessions (Weeks 15 and 16): 10 points
- Final draft (due on April 25): 50 points

Examination (25%)

There will be an in-class midterm exam on **March 6**. We will hold a recap session to discuss your questions before the exam day. You will not be allowed to use your textbook or your notes. *Please communicate with me as soon as possible if you require special accommodations.*

Extra Credit

Students often find themselves a percentage point or two shy from their desired final grade (e.g., a 89% but they want to earn an A- for their final grade). To address these concerns—and mitigate any panicked emails at the end of the semester—I offer two opportunities to earn extra credits, each of which can earn you up to 2 points towards your final grade.

1. Extra credit through an additional quiz: 1 point.
2. Extra credit through an additional question in the midterm exam: 1 point.

Grading Scale

Table 1 shows the grading scale I will use to assign letter grades for this class.

Table 1: Grading Scale	
Letter Grade	Points Range
A	[93,100]
A-	[90,93)
B+	[87,90)
B	[83,87)
B-	[80,83)
C+	[77,80)
C	[73,77)
C-	[70,73)
D+	[67,70)
D	[60,67)
F	[0,60)

Course Policies

Late Submissions

1 full point will be deducted for *every day late*, **unless a prior extension has been granted to you**. The only exceptions to this policy are *documented* cases of serious illness or family tragedy.

Therefore, *you are strongly encouraged to start working on your assignments early*, and to attend class and office hours to have questions answered promptly.

Attendance

Class attendance is required and this class cannot succeed without your participation. Also note that you cannot succeed in this class if you show up to class without previously having read the assigned material. As an instructor, I believe it is essential to reward students who come to class ready to learn and contribute to our discussions. To keep attendance, I will pass around a

sign-in sheet for every class and enter this information into the Attendance record on Canvas.

In the event of excessive absences, grade penalties will be applied. [According to the USU General Catalog](#), “Excused absences may not exceed 20% of the class meetings.” Students with excessive absences will receive penalties on their final average. Students whose attendance is below 80% will be subject to letter-grade deductions, ranging from partial to full penalties depending on the number of absences. Students whose attendance is at or below 60% are at risk for failing the course.

Communication and Office Hours

I primarily use emails and announcements on Canvas to communicate with students. Please check Canvas frequently throughout the semester.

You should feel free to email me with any specific questions about course materials or logistics. Please treat your email as a professional correspondence and be as clear and specific as possible, and please include “PS 3270” at the beginning of the subject line.

I will hold weekly office hours on Thursday mornings. As indicated at the top of the syllabus, you must sign up for them using [this link](#). If you are unavailable during this time period, feel free to email me to schedule a separate appointment.

Collaboration With Other Students

In completing the assignments, you are encouraged to interact with your instructor and student colleagues. However, sharing answers to the assignments, including online reading quizzes or exams, is strictly prohibited. Copying other peoples’ work is also strictly prohibited. If assignments are submitted that look suspiciously similar, they will be investigated for academic misconduct (see below).

Use of AI Tools

I expect you to write your own work. The use of generative AI tools (such as ChatGPT) to write your assignments will be treated as plagiarism.

Technical Problems

It is your responsibility to ensure that you can access the material posted on Canvas, and that you can use the Canvas site to take quizzes and exams, submit papers, etc. I cannot troubleshoot technical problems for all students, so you should consult the online [Service Desk](#) or contact their phone number at (435)-797-HELP or email servicedesk@usu.edu. If you are having a problem with Canvas, a good first step is to try a different internet browser or computer.

Academic Integrity

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University ([Student Conduct](#)) addresses academic integrity and honesty and notes the following:

Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

The Honor Pledge

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism.

Plagiarism

Plagiarism includes knowingly **"representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials."** The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn #101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about

the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the [SafeUT App](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Sexual Harassment

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Affirmative Action/Equal Opportunity \(AA/EO\) Office](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Schedule and Reading Assignments

Week 1: Introduction to the Course

- Jan 7 - Introduction to the Course
 - Required readings:
 - * Read this syllabus.
 - * Long, Abby. *10 Things to Know About Reading a Regression Table*. (Available online [here](#)).
- Jan 9 - Meeting Canceled
 - **Quiz 1 due at 23:00.**

Week 2: The State

- Jan 14 - The Origins of State
 - Required readings:
 - * Olson, Mancur. 1993. "Dictatorship, democracy, and development." *American political science review* 87(3): 567-576.
 - * Chapter 1 of Tilly, Charles, ed. 1975. *The Formation of National States in Western Europe*. Princeton, NJ: Princeton University Press.

- * Abramson, Scott F. 2017. “The economic origins of the territorial state.” *International Organization* 71(1): 97-130.

- Jan 16 - The Origins of States in Latin America

- Required readings:

- * Chapter 1 (Sections 1.2 and 1.3) of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

- Quiz 2 due at 23:00.

Week 3: The State and State Capacity

- Jan 21 - State Capacity

- Required readings:

- * Lindvall, Johannes, and Jan Teorell. 2016. “State Capacity as Power: A Conceptual Framework.” STANCE Working Paper Series; Vol. 2016, No. 1. Department of Political Science, Lund University.
- * Queralt, Didac. 2019. “War, international finance, and fiscal capacity in the long run.” *International Organization* 73(4): 713-753.
- * Garfias, Francisco. 2018. “Elite competition and state capacity development: Theory and evidence from post-revolutionary Mexico.” *American Political Science Review* 112(2): 339-357.

- Suggested additional readings:

- * Besley, Timothy, and Torsten Persson. 2009. “The Origins of State Capacity: Property Rights, Taxation, and Politics.” *A.E.R.* 99 (4): 1218–44.

- Jan 23 - State Capacity in Latin America

- Required readings:

- * Chapter 1 (Section 1.4) of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

- Quiz 3 due at 23:00.

Week 4: Political Institutions, Markets and Development

- Jan 28 - Political Institutions, Markets and Development

- Required readings:

- * Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2002. “Reversal of Fortune: Geography and Institutions in the Making of the Modern World Economy.” *The Quarterly journal of economics* 117(4): 1231-1294.
- * Dell, Melissa. 2010. “The Persistent Effects of Peru’s Mining Mita.” *Econometrica* 78(6):1863–1903.

- Jan 30 - Development Models and Socioeconomic Welfare

- Required readings:

- * Chapter 4 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

– Quiz 4 due at 23:00.

Week 5: Political Regimes and Regime Transition

- Feb 4 - Political Regimes

– Required readings:

- * Lührmann, Anna, Marcus Tannenberg, and Staffan I. Lindberg. 2018. “Regimes of the world (RoW): Opening new avenues for the comparative study of political regimes.” *Politics and governance* 6(1): 60-77.
- * Chapter 3 (section 3.1.1) of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

- Feb 6 - Regime Transitions

– Required readings:

- * Przeworski, Adam. 2009. “Conquered or granted? A history of suffrage extensions.” *British Journal of Political Science* 39(2): 291-321.
- * Munck, Gerardo L. and Carol Leff (1997). “Modes of Transition and Democratization. South America and Eastern Europe in Comparative Perspective.” *Comparative Politics* 29(3): 343-62.
- * Read Kuran, Timur. 1989. “Sparks and prairie fires: A theory of unanticipated political revolution.” *Public choice*, 61(1): 41-74.

– Quiz 5 due at 23:00.

Week 6: The History of Political Regimes in Latin America

- Feb 11 - Early States and Authoritarianism

– Required readings:

- * Chapter 3 (section 3.1 and 3.2) of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

- Feb 13 - Regime Transitions and Democratization

– Required readings:

- * Chapter 3 (section 3.3 and 3.4) of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

– Quiz 6 due at 23:00.

Week 7: Democracy and Autocracy in the 21st Century I

- Feb 18 - Democracy and the Quality of Democracy

- Required readings:
 - * Chapter 5 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.
 - * Mainwaring, Scott, and Aníbal Pérez-Liñán. 2023. “Why Latin America’s Democracies Are Stuck.” *Journal of Democracy* 34(1): 156-170.
- Feb 20 - Populism and Democratic Erosion
 - Required readings:
 - * Huber, Robert A., and Christian H. Schimpf. 2016. “Friend or foe? Testing the influence of populism on democratic quality in Latin America.” *Political Studies* 64(4): 872-889.
 - * Mazzuca, Sebastián L. 2013. “Lessons from Latin America: The rise of rentier populism.” *Journal of democracy* 24(2): 108-122.
 - Quiz 7 due at 23:00.

Week 8: Democracy and Autocracy in the 21st Century II

- Feb 25 - Autocratization and Backsliding
 - Required readings:
 - * Bermeo, Nancy. 2016. “On democratic backsliding.” *Journal of democracy* 27(1): 5-19.
 - * Lührmann, Anna, and Staffan I. Lindberg. 2019. “A third wave of autocratization is here: what is new about it?” *Democratization* 26(7): 1095-1113.
 - * Haggard, Stephan, and Robert Kaufman. 2021. “The anatomy of democratic backsliding.” *Journal of Democracy* 32(4): 27-41.
 - Suggested additional readings:
 - * Laebens, Melis. G. 2023. *Beyond Democratic Backsliding: Executive Aggrandizement and Its Outcomes*. V-Dem.
 - * Little, Andrew T., and Anne Meng. 2023. “Measuring democratic backsliding.” *PS: Political Science & Politics*: 1-13.
 - * Guriev, Sergei, and Daniel Treisman. 2022. *Spin dictators: The changing face of tyranny in the 21st century*. Princeton University Press.
- Feb 27 - Backsliding in Central America
 - Required readings:
 - * Schwartz, Rachel A., and Anita Isaacs. 2023. “How Guatemala Defied the Odds.” *Journal of Democracy* 34(4): 21-35.
 - * i Puig, Salvador Martí, and Macià Serra. 2020. “Nicaragua: De-democratization and regime crisis.” *Latin American Politics and Society* 62(2): 117-136.
 - * Meléndez-Sánchez, Manuel, and Alberto Vergara. 2024. “The Bukele Model: Will It Spread?.” *Journal of Democracy* 35(3): 84-98.
 - Quiz 8 due at 23:00.

Week 9: Recap Week

- Mar 4 - Recap
 - Assignment of papers for discussion sessions.
 - **First draft of final paper (2 pages) due by 23:00.**
- Mar 6 - **Midterm Exam** (in class)

Week 10: Spring Break

- Mar 11 - **No meeting**
- Mar 13 - **No meeting**

Week 11: Electoral Competition and Political Parties

- Mar 18 - Electoral Competition, Accountability and Clientelism
 - Required readings:
 - * Downs, Anthony. "An economic theory of political action in a democracy." *Journal of political economy* 65.2 (1957): 135-150.
 - * Ashworth, Scott. "Electoral accountability: Recent theoretical and empirical work." *Annual Review of Political Science* 15.1 (2012): 183-201.
 - * González-Ocantos Ezequiel, Oliveros Virginia. 2019. "Clientelism in Latin American politics." In Prevost G., Vanden H. (Eds.), *The encyclopedia of Latin American politics*. Oxford University Press.
 - * **Paper for student-led discussion:** González-Ocantos, Ezequiel, Chad Kiewiet de Jonge, Carlos Meléndez, David Nickerson, and Javier Osorio. 2020. "Carrots and sticks: Experimental evidence of vote-buying and voter intimidation in Guatemala." *Journal of Peace Research* 57(1): 46-61.
 - Suggested additional readings:
 - * Austen-Smith, David. 2000. "Redistributing Income under Proportional Representation" *Journal of Political Economy* 108(6): 1235-1269.
 - * Calvo, Ernesto, and Jonathan Rodden. 2015. "The Achilles heel of plurality systems: geography and representation in multiparty democracies." *American Journal of Political Science* 59(4): 789-805.
 - * Muñoz, Paula. 2014. "An informational theory of campaign clientelism: the case of Peru." *Comparative Politics* 47(1): 79-98.
 - * Oliveros, Virginia. 2021. "Working for the Machine: Patronage jobs and political services in Argentina." *Comparative Politics* 53(3): 381-427.
 - * Nichter, Simeon. 2018. *Votes for survival: Relational clientelism in Latin America*. Cambridge University Press.
- Mar 20 - Political Parties
 - Required readings:
 - * Chapter 7 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.

- * Chapter 1 of Poertner, Mathias. 2024. “Creating partisans: The organizational roots of new parties in Latin America.” Cambridge: Cambridge University Press.
- * [Paper for student-led discussion](#): Castro Cornejo, Rodrigo. 2023. “The AMLO voter: affective polarization and the rise of the Left in Mexico.” *Journal of Politics in Latin America* 15(1): 96-112.
- Suggested additional readings:
 - * Lupu, Noam. 2014. “Brand dilution and the breakdown of political parties in Latin America.” *World Politics* 66(4): 561-602.
 - * Poertner, Mathias. 2024. “Creating partisans: The organizational roots of new parties in Latin America.” Cambridge: Cambridge University Press.
 - * Mainwaring Scott. 2018. *Party system institutionalization in contemporary Latin America*. Cambridge: Cambridge University Press.
- Quiz 9 due at 23:00.

Week 12: Issues in Contemporary Latin America I

• Mar 25 - Corruption

- Required readings:
 - * Chapter 10 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.
 - * Poertner, Mathias, and Nan Zhang. 2024. “The effects of combating corruption on institutional trust and political engagement: Evidence from Latin America.” *Political Science Research and Methods* 12(3): 633-642.
 - * [Paper for student-led discussion](#): Neshkova, Milena I., and Vaiva Kalesnikaite. 2019. “Corruption and citizen participation in local government: Evidence from Latin America.” *Governance* 32(4): 677-693.
- Suggested additional readings:
 - * Bohn, Simone R. 2012. “Corruption in Latin America: Understanding the perception-exposure gap.” *Journal of Politics in Latin America* 4(3): 67-95.
 - * Romero, Diego. 2024. “Bureaucratic Capacity and Political Favoritism in Public Procurement.” *Comparative Political Studies*: 00104140241259448.
 - * Doria Vilça, Luiz, Marco Morucci, and Victoria Paniagua. 2024. “Antipolitical class bias in corruption sentencing.” *American Journal of Political Sciences*.

• Mar 27 - Crime

- Required readings:
 - * Chapter 11 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.
 - * Feldmann, Andreas E., and Juan Pablo Luna. 2022. “Criminal governance and the crisis of contemporary Latin American states.” *Annual Review of Sociology* 48(1): 441-461.

- * [Paper for student-led discussion](#): Sviatschi, Maria Micaela. 2022. "Spreading gangs: Exporting US criminal capital to El Salvador." *American Economic Review* 112(6): 1985-2024.

Week 13: Issues in Contemporary Latin America II

- Apr 1 - Fighting Crime

- Required readings:

- * Cutrona, Sebastian, Lucia Dammert, and Jonathan D. Rosen. 2024. "Conceptualizing Mano Dura in Latin America." *Latin American Politics and Society*: 1-16.
- * Denny, Elaine K., David A. Dow, Wayne Pitts, and Erik Wibbels. 2023. "Citizen co-operation with the police: Evidence from contemporary Guatemala." *Comparative Political Studies* 56(7): 1072-1110.
- * [Paper for student-led discussion](#): Laterzo, Isabel G. 2024. "Progressive Ideology and Support for Punitive Crime Policy: Evidence from Argentina and Brazil." *Comparative Political Studies* 57(6): 999-1034.

- Suggested readings:

- * Ahnen, Ronald E. 2007. "The politics of police violence in democratic Brazil." *Latin American politics and society* 49(1): 141-164.
- * Pion-Berlin, David, and Miguel Carreras. 2017. "Armed forces, police and crime-fighting in Latin America." *Journal of Politics in Latin America* 9(3): 3-26.
- * Flores-Macás, Gustavo, and Jessica Zarkin. 2024. "The consequences of militarized policing for human rights: evidence from Mexico." *Comparative Political Studies* 57(3): 387-418.
- * Dow, David A., Gabriella Levy, Diego Romero, and Juan Fernando Tellez. 2024. "State absence, vengeance, and the logic of vigilantism in Guatemala." *Comparative Political Studies* 57(1): 147-181.

- Apr 3 - Inequality

- Required readings:

- * Chapter 15 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.
- * Amat, Francesc, and Pablo Beramendi. 2020. "Democracy under high inequality: Capacity, spending, and participation." *The Journal of Politics* 82(3): 859-878.
- * [Paper for student-led discussion](#): De Rosa, Mauricio, Ignacio Flores, and Marc Morgan. 2024. "More unequal or not as rich? Revisiting the Latin American exception." *World Development* 184: 106737.

- Suggested readings:

- * Kaufman, Robert R. 2009. "The political effects of inequality in Latin America: some inconvenient facts." *Comparative Politics* 41(3): 359-379.

Week 14: Issues in Contemporary Latin America III

- Apr 8 - Migration

– Required readings:

- * Sánchez-Alonso, Blanca. 2019. “The age of mass migration in Latin America.” *The Economic History Review* 72(1): 3-31.
- * IOM. 2023. *Migration Trends in the Americas*.
- * [Paper for student-led discussion](#): Abuelafia, E., G. Del Carmen, and M. Ruiz-Arranz. 2019. *In the footprints of migrants: Perspectives and experiences of migrants from El Salvador, Guatemala and Honduras in the United States*.

– Suggested additional readings:

- * Pérez-Campuzano, Enrique, Guillermo Castillo Ramírez, and Mateo Carlos Galindo Pérez. “Internal migration in Mexico: Consolidation of urban–urban mobility, 2000–2015.” *Growth and Change* 49(1): 223-240.
- * Denny, Elaine, Romero, Diego, Levy, Gabriella, Pitts, Wayne, Tellez, Juan F., Villamizar Chaparro, Mateo, Wibbels, Erik, and Zabala, Pamela. 2023. “The Human Impact of Deportation.” *Working paper*.

• Apr 10 - Participation and Inclusion

– Required readings:

- * Chapter 6 of Munck, Gerardo L., and Luna, Juan Pablo. 2022. *Latin American Politics and Society: A Comparative and Historical Analysis*. Cambridge: Cambridge University Press.
- * [Paper for student-led discussion](#): Villamizar-Chaparro, Mateo, and Cristina Echeverri-Pineda. 2024. “Group Consciousness, Organizational Membership, and District Choice: Evidence from the Afro-Colombian Reserved Seats.” *Political Behavior*: 1-22.

Week 15: Project Presentations I

• Apr 15 - Presentations

– Required readings:

- * No assigned reading.

• Apr 17 - Presentations

– Required readings:

- * No assigned reading.

Week 16: Project Presentations II

• Apr 22 - Presentations

– Required readings:

- * No assigned reading.

• Apr 25 - There is no class meeting, but **the final paper is due by 18:00**.