

INST 314: Heroes & Villains: Populism in Latin America

MWF 1:00-1:50
Honors College 107

Instructor

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Course Description and Goals

This is an interdisciplinary seminar on populism in Latin America, with a focus on the historical trajectory of populist politics, movements, and leaders in the region. Although populism is often associated with twentieth century Latin American politics, the term is often used to describe more recent political leaders—often those associated with the “new” left. Students will gain a working knowledge of populism in Latin America, from a historical perspective (*who* were “populists”) and from a political-sociological perspective (*what* is “populism”). Students will also apply a conceptual understanding of “populism” in an independent research paper.

Learning Objectives

After completing this course, students will be able to:

- Identify and compare different figures commonly associated as “populists” in Latin American politics
- Describe the social, economic, and political context within which “classic” populism emerged in early 20th century Latin America, using specific example as illustration
- Discuss the relationship between populism and democracy, particularly in the context of the second and third waves of democracy in Latin America
- Identify and explain differences in how different disciplines approach the subject of populism, both conceptually and methodologically
- Carry out an independent research project within the comparative-historical research tradition, particularly the “within-case” (or “case study”) approach
- Write a research prospectus with a clear research question (or “puzzle”) and an appropriate research design (case selection, data, and methods of analysis)
- Write a research paper, using appropriate scholarly sources and correct citation and bibliographic conventions

Course Texts

The following books are required for the course:

De la Torre, Carlos. 2010. *Populist Seduction in Latin America*, 2nd ed. Athens, OH: Ohio University Press.

- Levine, Robert M. 1998. *Father of the Poor? Vargas and His Era*. New York: Cambridge University Press.
- Madrid, Raúl L. 2012. *The Rise of Ethnic Politics in Latin America*. New York: Cambridge University Press.
- Plotkin, Marino Ben. 2003. *Mañana es San Perón: A Cultural History of Perón's Argentina*. Translated by Keith Zahniser. Wilmington, DE: Scholarly Resources.

The following books are recommended for the course:

- Baglione, Lisa. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*, 3rd ed. Los Angeles: Sage, 2015.
- Lange, Matthew. *Comparative-Historical Methods*. London: Sage, 2012.

Certainly, if you want a primer on how to do comparative-historical analysis (whether case studies or cross-case comparisons), Lange's book is useful. I highly recommend Baglione's book as a simple, slim, stand-alone guide to writing research papers that go beyond the traditional summary-of-articles approach; although it is aimed at political science majors, it's advice applies to any social science research paper.

Additional *required* readings (articles and book chapters) are posted online and/or available on course reserve at the University Library and listed (by author, title) in the course schedule.

Course Requirements

Below is a summary of course requirements and their share (in points) of the final grade:

Class Participation	50
Review Presentations (x2)	50
Research Paper	100
Research Prospectus	50
Research Presentation	50
Midterm Exam	100
Final Exam	100
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Total	500

Attendance and Participation (50 pts)

All students are expected to attend class regularly, on time, and observe proper classroom decorum. That means turning off and putting away all cellphones. You should also treat class as a *professional* meeting and behave appropriately. That means coming to class prepared and ready to participate in class discussions. This includes asking questions related to class readings and/or discussions.

Participation is worth 10% of the semester grade. This will be evaluated by "spot checks" during class lectures. The way the process will work, is as follows: I will randomly select a student (using a set of index cards with your names on them) and ask a question about the course readings. I will evaluate your response, and give it a mark on the card. I will make sure to call on at least 5 students every class period.

Individual responses will be marked as follows:

- A Student has clearly read and demonstrates effort at deeper conceptual understanding
- B Student has clearly read and understood basic factual material
- C Student may have the read material, but has trouble articulating it correctly
- D Student did not read the material
- Z Student is absent or refuses to answer

Over the course of the semester (before midterm grades and before final grades), I will use these to assign participation grades.

Review Presentations (x2 worth 25 pts each)

Each student is responsible for two review presentations. On those days, students will be responsible to give a short, five-minute presentation about the reading(s). The task will be to (briefly) summarize the key points of the reading(s), provide a critical evaluation of the text(s), and place the readings in the context of the course—that is, how the reading(s) fit with previous week’s readings.

Students must come to my office hours at least 24 hours *before* class to go over your presentation. That means that if your presentation is on a Monday, you need to come to my office hours the *previous* week. One of the things we will do is come up with “spot check” questions together.

You are responsible for your discussion days. If you are absent on a day that you are responsible to lead discussion, you will earn a zero. If you know you will have to miss, it is your responsibility to find someone in class to switch dates with you.

Exams (x2 worth 100 pts each)

There are two exams for this course: a midterm and a final exam. Both exams will follow this format:

	Number of questions on exam	Points worth per question	Total points per section
Multiple-choice	30	1	30
Short answer/identification	25	1	25
Short essay (1-2 paragraphs)	5	5	25
Long essay (4-5 paragraphs)	1	20	20
Total			100

Each exam is worth 100 points, and will combine short answer/identification, short essay, and one long essay question. I will hand out study guides one week prior to each exam.

Semester Research Project and Related Components (200 pts total)

Throughout the semester, each student will work on an independent research project, analyzing any Latin American political leader and/or movement of their choice. This provides an opportunity to not only demonstrate understanding of course material, but to apply this to a case of one's choosing. The project is divided into three separately graded components:

Research Prospectus (50 pts). Every student will write a brief (2-3 pages) statement that outlines a research question, a theoretical framework, a case selection, and a research design (a brief description of the data and methods used to answer the research question). The research prospectus must also include a preliminary bibliography, correctly formatted using *Chicago Manual of Style* (CMS) conventions.

Research Presentation (50 pts). Every student will give a brief (7-10 minutes) formal oral presentation of his/her research project. The presentation should focus only minimally on providing a historical (or "narrative") overview of the topic, and should instead focus on the research question and research design—and the findings of the research (what the answer to the research question was, and how the student arrived at that answer).

Research Paper (100 pts). Every student will write a seminar research paper of 12-15 pages in length that expands on the research prospectus, and answers the research question using appropriate scholarly sources, evidence, method of analysis, and correct CMS citation and bibliographic conventions. I will provide additional guidelines in class.

Populist Film Series

In addition to the course readings, we will watch and discuss four films about populism:

Eva Perón. DVD. Directed by Juan Carlos Desanzo, 1996; Chicago: Facts Video, 2003. (Spanish with English subtitles.)

The Fall of Fujimori. DVD. Directed by Ellen Perry. 2006. Canoga Park, CA: Cinema Libre.

The Hugo Chávez Show. DVD. PBS Frontline/World. 2008. Boston: WGHB.

Cocalero. DVD. Directed by Alejandro Landes. 2007. New York: First Run Pictures.

The films will be shown on the Monday evening prior to their discussion (TBA). I will provide popcorn. If you cannot attend the showing, you are responsible to view the film *prior* to class discussion (the film will be available on course reserve) and write a two-page critical reflection essay.

GRADING SCALE

This course uses the university's +/- grading scale. The corresponding percentages and point scores for each +/- letter grade are outlined below:

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	0-59

Office Hours and Email Communication

If you have any questions or concerns about class or related matters, notify me as soon as possible. If you wait, it may limit my ability to help you resolve any issues. When in doubt, ASK!

The best way to communicate with any professor is face-to-face. I invite you to come speak to me during my posted office hours (Mon-Thu 10:00-11:50 am). If those times do not work for you, you may email me to schedule an appointment.

I try to respond to all emails promptly (as should you). However, I do not respond to student emails outside normal business hours (8:00 am to 5:00 pm). Still, if you have a question or concern, email me right away. I clear my inbox first thing every morning, and will respond as soon as I can.

Check your email regularly. I occasionally send notifications to the class or (if a situation warrants it) to individual students. When I do, I will use your university (go.olemiss.edu) account. If you have not activated your university account, you should do so right away. The IT help desk located in Weir Hall (662-915-522 or helpdesk@olemiss.edu) can help you set up university your email account on any device (including Android and iOS smartphones and tablets).

Here are some email etiquette tips to keep in mind:

- Use your university email account whenever possible. The University of Mississippi provides you a FREE email account. Whenever possible, you should use it (it's more "professional").
- Remember to keep your messages *professional* and *respectful*.
- Use salutations such as "Professor Centellas" or "Dr. Centellas."
- Sign your email. Do *NOT* assume that I know who sent the email (especially if you did not use your university account).
- Try to write clear and grammatically correct emails. If your writing is unclear, I may not understand your question.

- Do *NOT* ask “Did you get my email?” the next time you see me if you haven’t checked your email recently. I may have answered your email already; your question must not have been that important if you did not check to see if I had responded to it.
- Wait at least six hours before sending another email. Like you, I have many responsibilities and may not be able to answer you immediately—but I will respond as soon as I can.

Student Disability Services

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have verified disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

If you have a *documented* disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) or the Americans with Disabilities Act (ADA) and wish to request academic and/or physical accommodations, contact Student Disability Services at 234 Martindale (662-915-7128 or 662-915-7907 TTY). You may also consult <http://www.olemiss.edu/depts/sds/> for more information on student disability services.

Academic Integrity & Plagiarism

Students are expected to adhere to the University of Mississippi Creed and the Standards of Honesty as described in Policy Code ACA.AR.600.001 and written in the *M Book*. If you violate the Standards of Honesty, you will be reported and subject to the appropriate sanction which may include expulsion from the University.

SEMESTER SCHEDULE

Week 1 January 25-29

Introduction to populism as a concept and political phenomena in Latin America

Readings:

- Conniff, "Introduction" (to *Populism in Latin America*)
- De la Torre & Arnson, "The Evolution of Latin American Populism and the Debates Over Its Meaning"
- Knight, "Populism and Neopopulism"

Week 2 February 1-5

Readings:

- Peruzzotti, "Populism in Democratic Times"
- Panizza, "What Do We Mean When We Talk About Populism"
- Conniff, "Epilogue: New Research Directions" (in *Populism in Latin America*)
- Lupu, "Who Votes for Chavismo?"

Film: *The Hugo Chávez Show*

Week 3 February 8-12

Readings:

- Roberts, "Parties and Populism in Latin America"
- Di Tella, "The Postwar Dawn: Populism and Its Transformations"
- Weyland, "Populism and Social Policy in Latin America"
- Roberts, "Neoliberalism and the Transformation of Populism in Latin America"

Research prospectus due (Friday, February 12)

Week 4 February 15-19

Readings:

- Dix, "Populism: Authoritarian and Democratic"
- Weyland, "Clarifying a Contested Concept"
- O'Donnell, "Delegative Democracy"
- Levitsky & Way, "Competitive Authoritarianism"

Film: *The Fall of Fujimori*

Week 5 February 22-26

Readings:

- Klein, "Military Socialism"
- Alexander, "Tenentismo"
- Kantor, "Acción Democrática"
- Clinton, "APRA: An Appraisal"

Week 6 February 29-March 4

Read *Father of the Poor?* (entire book)

Week 7 March 7-11

Midterm Exam

Spring Break March 14-20

Week 8 March 21-25

Readings from *Populist Seduction in Latin America*:

- Chapter 1: The Ambiguity of Latin American “Classical” Populism
- Conclusion: Between Authoritarianism and Democracy
- Chapter 2: Velasquista Seduction
- Chapter 3: Leader of the Poor or Repugnant Other?

Week 9 March 28-April 1

Readings from *Populist Seduction in Latin America*:

- Chapter 4: The Continuing Populist Temptation
- Chapter 5: The Resurgence of Radical Populism in Latin America
- Chapter 6: Rafael Correa: Between Radical Populism and a Citizens’ Revolution

Week 10 April 4-8

Readings (from *Mañana es San Perón*):

- Chapter 1: The Crisis of the Liberal Consensus
- Chapter 2: Perón and the Problem of Consensus
- Chapter 3: The Origin of the Two Rituals
- Chapter 4: The Struggle for Symbolic Space

Film: *Eva Perón*

Week 11 April 11-15

Readings (from *Mañana es San Perón*):

- Chapter 5: The Reorganization of the Education System
- Chapter 6: “Peronist” Textbooks for Primary Schools
- Chapter 7: The Fundación Eva Perón
- Chapter 8: The “Peronization” of Women and Youth

Week 12 April 18-22

Readings (from *The Rise of Ethnic Politics in Latin America*):

- Chapter 1: Ethnicity and Ethnopolitics in Latin America
- Chapter 7: Conclusion
- Chapter 2: The Ascent of the MAS in Bolivia

Film: *Cocalero*

Week 13 April 25-29

Readings (from *The Rise of Ethnic Politics in Latin America*):

- Chapter 3: The Rise and Decline of Pachakutik in Ecuador
- Chapter 4: Ethnopolitics without Indigenous Parties in Peru
- Chapter 6: Indigenous Parties and Democracy in the Andes

Week 14 May 2-6

Final presentations and research papers due

Final Exam Week

