DPI-460: Latin American Politics and Policy Making

Spring 2019
Mondays and Wednesdays, 2:45 – 4:00 PM
Littauer L332

Candelaria Garay
Associate Professor of Public Policy
Ash 258
(617) 495-8315
candelaria_garay@hks.harvard.edu
Office Hours: Thursdays 1:00-4:00 pm

Faculty Assistant: Sarah McLain
Ash 217H
sarah_mclain@hks.harvard.edu

Course Description:

This course focuses on the politics of policy making in contemporary Latin America. It explores the comparative academic literature in an effort to understand how political dynamics (e.g., democratization), institutions (e.g., federalism), and different actors (e.g., social movements, political parties) affect the making of public policy, especially economic and social policies. Students will gain empirical knowledge on the region’s politics and policies as well as analytical and practical understanding of political aspects involved in policy design, adoption, and implementation. The empirical focus will be primarily on South America and Mexico since the 1980s.

The course is organized in four parts. Part I provides some background on the politics and development models adopted in Latin America in the mid-20th century. It analyzes the expansion of industrialization, the rise of labor movements, and the surge of populism in the 1930s and 1940s. It further explores the breakdown of democracy, the establishment of different types of authoritarian regimes in the 1960s and 1970s, and the democratic transitions of the 1980s and 1990s.

Part II analyzes the politics of market-oriented reforms of the 1980s and 1990s, focusing on different explanations about why these reforms were adopted, and how and why reforms varied across countries and policy areas. Part III looks at how different institutions affect policy making in Latin America’s new democracies. It focuses on the causes and effects of electoral institutions, federalism, as well as state structures, court behavior, and participatory institutions. The final part of the course explores the causes and policy effects of the rise of new social actors (e.g., indigenous movements) political parties and coalitions (e.g., ethnic-based parties in Ecuador and Bolivia) as well as the structure of current party systems.
Course Requirements, Assignments, and Grading:

1) Class participation (30% of grade). This course combines discussion and lectures with an emphasis on discussion. It is therefore important that you do the readings before class and come prepared to participate in discussion.

2) Three 1000-word responses to class readings (30% of grade). Reading responses should be emailed to me by 7 pm of the day before the class for which the readings are assigned. You may write reading responses in different ways: you may discuss the main arguments in the readings and identify their strengths and weaknesses or you may analyze the readings and pick what you think are important issues (or an important issue) and discuss its/their policy implications. In each case, however, you are expected to layout a brief analysis of the readings. Each paper counts as 10% of your grade; submission of three responses is a requirement for passing the course.

3) A final paper approximately 10-15 pages long (40% of grade). During the semester, you must meet with me to discuss your paper plans during office hours. You can choose among the following options:

   A) An analytic essay addressing a major topic in the course. This essay should analyze different approaches to that topic and its policy implications and offer your own reflection about it.

   B) A paper analyzing a particular policy of your interest in one or more than one Latin American country or at the subnational level (state or city). This paper should analyze the politics of the adoption of that particular policy or the politics of the policy’s implementation.

   C) A paper discussing the possibility of adopting a policy of your interest in a country of your concern. You should analyze the political factors that you think may favor or discourage the adoption of that policy, what you think would be a good strategy to achieve policy change, and who you think could pursue it.

Course Readings:

All readings have been placed are available on Canvas.

Readings are required unless marked that they are recommended.
Academic Integrity:

You are a member of an academic community at one of the world’s leading research universities. Universities like Harvard create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don't use one another's research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor. Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

OVERVIEW OF COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 1/28</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>W 1/30</td>
<td>Industrialization, Rise of Labor Movements, Populism, and Political Regime Trajectories in the 1930s-1960s</td>
</tr>
<tr>
<td>3</td>
<td>M 2/4</td>
<td>Authoritarian Regimes and Policy Making</td>
</tr>
<tr>
<td>4</td>
<td>W 2/6</td>
<td>Democratic Transitions and Legacies</td>
</tr>
</tbody>
</table>

**Part I: Background**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>M 2/11</td>
<td>The Development Model, the Debt Crisis, and a New Policy Consensus</td>
</tr>
<tr>
<td>6</td>
<td>W 2/13</td>
<td>The Politics of Market Reforms: Economic Crisis, Voters, and Political Coalitions</td>
</tr>
<tr>
<td>7</td>
<td>W 2/20</td>
<td>Labor Unions, Business Organizations, and Policy Making during Market Reforms</td>
</tr>
<tr>
<td>8</td>
<td>M 2/25</td>
<td>Guest Speaker: Jamil Mahuad</td>
</tr>
</tbody>
</table>

**Part II: The Politics of Market-Oriented Reform**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>W 2/27</td>
<td>Party Systems and Populist Parties</td>
</tr>
<tr>
<td>10</td>
<td>M 3/4</td>
<td>Party-Voter Linkages: Patronage and Programmatic</td>
</tr>
<tr>
<td>11</td>
<td>W 3/6</td>
<td>Federalism and Decentralization: Dynamics and Policy Effects</td>
</tr>
<tr>
<td>12</td>
<td>M 3/11</td>
<td>Presidents and Legislatures</td>
</tr>
<tr>
<td>13</td>
<td>W 3/13</td>
<td>Institutions and Electoral Systems</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>3/25</td>
<td>M</td>
<td>The State and the Rule of Law</td>
</tr>
<tr>
<td>3/27</td>
<td>W</td>
<td>Organized Crime and Drug-Related Violence</td>
</tr>
<tr>
<td>4/1</td>
<td>M</td>
<td>The State and Civil Society: Participatory Institutions</td>
</tr>
<tr>
<td>4/3</td>
<td>W</td>
<td>Indigenous Movements and Parties</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/8</td>
<td>M</td>
<td>Left Governments and Party Systems</td>
</tr>
<tr>
<td>4/10</td>
<td>W</td>
<td>State Expansion: Social Policy Making</td>
</tr>
<tr>
<td>4/15</td>
<td>M</td>
<td>Taxation and Redistribution</td>
</tr>
<tr>
<td>4/17</td>
<td>W</td>
<td>Political Corruption, Accountability and Transparency</td>
</tr>
</tbody>
</table>

Guest Speaker: Marcelo Drago, Transparency Council, Chile

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/22</td>
<td>M</td>
<td>Wrap Up Session</td>
</tr>
<tr>
<td>4/24</td>
<td>W</td>
<td>Paper Presentations</td>
</tr>
<tr>
<td>4/29</td>
<td>M</td>
<td>Paper Presentations</td>
</tr>
<tr>
<td>5/1</td>
<td>W</td>
<td>Paper Presentations</td>
</tr>
</tbody>
</table>

**Note:** Dates for Guest Speakers are subject to rescheduling.
Schedule of Class Meetings, Readings, and Assignments

Class 1. Monday, January 28: Introduction

Part I. Background

Class 2. Wednesday, January 30: Industrialization, the Rise of Labor Movements, Populism, and Political Regime Trajectories in the 1930s-1960s


Class 4. Wednesday, February 6: Democratic Transitions and Democratic Legacies


Part II. The Politics of Market-Oriented Reforms

Class 5. Monday, February 11: The Development Model, the Debt Crisis, and a New Policy Consensus


Monday, February 18 – No Class – President's Day


**Class 8. Monday, February 25: Governing in Hard Times**

**Guest Speaker, Jamil Mahuad, former President of Ecuador, 1998-2000.**

**Part III. Political Parties, Political Institutions, and Policy Making in New Democracies**

**Class 9. Wednesday, February 27: Party Systems and Populist Parties**


**Class 10. Monday, March 4: Party-Voter Linkages: Patronage and Programmatic**


**Class 11. Wednesday, March 6: Federalism and Decentralization: Concepts and Origins**


**Class 12. Monday, March 11: Presidents and Legislatures**


**Class 13. Wednesday, March 13: Institutions and Electoral Systems**


**March 18-24 – No Class – Spring Break**

**Class 14. Monday, March 25: The State and the Rule of Law**


**Class 15. Wednesday, March 27: Organized Crime and Drug-Related Violence**


• Reports on Drug-related Violence from Trans-Border Institute, Joan B. Kroc School of Peace Studies, University of San Diego. (recommended).

Class 16. Monday, April 1: The State and Civil Society: Participatory Institutions


Class 17. Wednesday, April 3: Indigenous Movements and Parties


Class 18. Monday, April 8: Left Governments and Party Systems


Class 19. Wednesday, April 10: State Expansion: Social Policy Making


Class 20. Monday, April 15: Taxation and Redistribution


**Paper Outline Due April 19 at 12 pm**

Class 21. Wednesday, April 17: Political Corruption, Transparency and Accountability

Guest Speaker: Marcelo Drago, President of Transparency Council, Chile.


Class 22. Monday, April 22: Challenges Ahead

• Wrap up Session

Classes 23, 24 & 25. Wednesday, April 24, Monday, April 29, and Wednesday, May 1: Paper Presentations

• Final Paper Presentations.

**Final Papers Due Tuesday, May 7 at 12 pm**