POLS 3315: Political Economy of Latin America (PELA)
Asynchronous online class

Fall Semester 2019
Instructor: Dr. Roberto Garza
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Office hours: 9:00-10:00 am, M-F; 3:00-4:00 pm, M-F and by appointment also

Introduction:

You have enrolled in an asynchronous online class taught through Blackboard. The class is radically different from the traditional classroom based on instructor lectures and face to face contact on a regular basis. You have considerable leeway in choosing the times you spend “in class;” however, you will need to establish a system for interacting with course materials, responding to deadlines, and keeping up with the lessons & assignments spread throughout the semester. Online classes require that students act with discipline and actively participate through Blackboard. Successful online students monitor the class multiple times throughout the week and the successful student will not be a passive participant in the class. Communicating with the instructor is important and it will be your responsibility to contact me should you have questions and concerns.

Communication:

I will communicate with the class via email, Blackboard, and the Blackboard announcements page. Students are responsible for checking email and Blackboard on a regular basis throughout every week for class announcements. I will communicate with individual students via ASU email platform.

Instructor Contact information:

I check my email account regularly throughout the day. I usually respond fairly quickly to emails (unless you email after 5:00pm cst). I do check for emails after 5:00pm, but there is no guarantee I will email back that night. Generally, I check my email account at least once on Sundays during the semester. Generally, I will respond to students within 12 hours after contact.

Prerequisites

There are no prerequisites for this course

Course Description:
This course introduces students to the study of Latin America’s political economy (PELA). It focuses on the major theoretical approaches to PELA and addresses the reciprocal, interactive relationship between politics and economics in the regional context of Latin America. The course explores the dynamic ways in which markets, state, and society interact with one another within the context of international economic interdependence. The course will introduce a variety of contending theoretical approaches and consider a variety of events within the context of political and economic development. The course will cover economic history and developmental themes as applied to Latin America including export-import model, import-substitution industrialization strategies, the debt crisis, market-oriented reforms, and neoliberalism. The course concludes with suggesting a new approach for the PELA.

Course Objectives:
As a result of completing this course, the student will be able to:

- To gain factual knowledge of the trajectory of Latin America’s economic development, political development and the interaction with public policy.
- To understand the manner in which Latin America has inserted itself into the world economy since independence.
- To explain Latin America’s responses to economic challenges for economic growth and political governance.
- To learn to evaluate and analyze several models of economic and political development associated with the political economy of Latin America.

Learning Outcomes:

- Describe the political and economic landscape of the region of Latin America.
- Define concepts and describe theories in the study of political economy of Latin America.
- Demonstrate knowledge of the conceptual frameworks for the study of the political economy of Latin America.
- Engage with the scholarly literature to participate in learning and critical thinking exercises.

Method of Assessing Learning Outcomes:

- Learning outcomes will be assessed via short written essays, discussion board assignments, and written essays.

Technology Requirements:

With this online course, you must be able to operate a computer and have the necessary skills to navigate around the Internet, webpages, and Blackboard. Additional technical skills are not a prerequisite for this course and your computer must be able to login and interact with the ASU Blackboard platform.

While I might be able to help with some basic technical issues, students who have computer technology issues should contact the ASU Technical Service Center (IT Helpdesk) at 325-942-2911 or 1-800-942-2911. You can also email them at
helpdesk@angelo.edu. Note that you are ultimately responsible for solving your computer technology issues.

Students will not be penalized during the semester for technical issues caused by ASU or acts beyond their control. Thus, be sure to create back up files that are time stamped as you work throughout the semester.

Course Requirements:

The course requirements consist of seven lesson modules and an assessment module that each student will complete by the end of the semester. The lesson modules consist of component assignments ranging from discussion board threads & response comments, short essay assignments, and semester paper assignment. The due dates for the component assignments are posted in the course schedule below.

Discussion Board Threads
Two of the lesson modules will require that you submit response threads on the Discussion Board Forum. For the semester you are required to submit two response threads that will be posted to the Discussion Board in Blackboard. These essay threads relate to the topics being studied in two of the seven lessons and are in response to the Discussion Board assignment. Specific questions are posted in the Discussion Board for the designated lesson module. For the specific lesson number, each student is required to submit a response thread/essay and to post his/her response to the Discussion Board as a thread in accordance with the course schedule found in the syllabus. The response thread should be approximately 500 words in length. Thereafter (the next two days), you should post one comment entry to a classmate’s essay/thread posting. Your comment posting should be approximately 200 words in length. In your comment posting you should attempt to ensure that that every classmate receives at least one posting (feedback) before posting a second comment to a student’s response/thread. Thus, when you select your classmate’s essay/thread to comment on the Discussion Board lesson, be sure that you do not post a comment response to a classmate’s thread/essay that has already received two comment postings. The Discussion Board assignment will be graded in accordance with the grading rubric posted in Blackboard.

Written Assignments

Throughout the semester you will be ask to submit three short essay assignments and two lengthier term paper assignments – midterm and final term paper. They are to be prepared and submitted in accordance with the guidelines posted for each essay assignment. The written essays will be graded in accordance with the grading rubric posted in Blackboard. Please observe the deadlines in order to get full credit for your written assignments. Specific details for the written assignments are posted in the individual lesson modules.
In summary, your lesson readings introduce theoretical concepts, perspectives or paradigms, content materials, and/or frameworks. You are asked to manage a diverse set of readings and topics in the various lesson modules. With regards to the lesson modules, your job is to demonstrate that you understand the reading materials for the selected lessons. These exercises are intended to refine you understanding of concepts and conceptual frameworks in the study of political economy of Latin America. The range of topics is vast, but they include models of development, economic theories, states vs. markets in the economy, neoliberalism, and Washington consensus. The objectives are for you to identify, explain, and evaluate the significance of contending arguments, perspectives, and theoretical concepts relevant to the topics selected, plus to demonstrate a basic understanding of Latin American political and economic development. The response threads/essays and the comment feedback postings will be graded in accordance with the grading rubric posted in Blackboard. Please observe the due dates in order to get full credit for your response threads and comments.

Note on Discussion Board Forum

Successfully completing this class and achieving the learning outcomes will require that students interact on a regular basis. When you review the class schedule, you will note that students are expected to participate through Blackboard on a regular basis throughout the semester. At times some weeks may require more work than others. Most assignments allow you to pick the time that you work, although there are deadlines that must be met. The Discussion Board Forum is designed to allow you to articulate your ideas and to respond to the ideas of others in a unique environment. All of us should strive to have intelligent and polite conversations; however, we must be prepared to respond critically without criticizing. As students we can question and defend our assertions without being rude or disrespectful. With respect to your postings please note that providing personal attacks, engaging in ridicule, and injecting baseless points will not provide meaningful and/or productive response comments.

According to the University Calendar, the last day to drop this course is Thursday, October 31, 2019. Withdrawal grades will be indicated by the letter W.

Grading Methodology

Your semester grade is based on your cumulative total of the course requirements weighted in accordance with the percentages specified below. Each component element – lesson essay assignments, discussion forum, and written essays – will contribute to a specified percentage of your course grade.

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<thead>
<tr>
<th>Course Grade Requirements</th>
<th>Percentage Component of Grade</th>
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<tbody>
<tr>
<td>Short Essay Assignments</td>
<td>24% (3 Lesson Modules)</td>
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</tbody>
</table>
### ASU Academic Policies

#### Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code, which is contained in both print and web versions of the ASU Student Handbook. See the Current Student page on the ASU homepage (URL address: http://www.angelo.edu/cstudent/) and click on Academic Honor Code. Acts of academic dishonesty and misconduct as referenced in Angelo State University's Student Handbook will be referred to the Dean of Students.

#### Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Student Affairs Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting the Student Affairs Office, Suite 112 of the Houston Harte University Center, at 325-942-2047 (phone) or 325-942-2211 (fax) or by e-mail at studentservices@angelo.edu to begin the process. The Student Affairs Office will establish the particular documentation requirements necessary for the various types of disabilities.

#### Student absence for religious holidays

Student absence for observance of a religious holy day will be treated in accordance with OP 10.19 of ASU’s Operating Policies and Procedures.

#### Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. University faculty and staff members are required to report any instances of sexual misconduct, including the above, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator in the Mayer Administration Building, Room 210 at 325-942-2022. For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Course Organization:

Lesson One: We begin the study of the study of the political economy of Latin America (PELA). PELA is a pedagogical approach that integrates the study of politics and economics within a specific regional setting. It is important to develop a broad understanding of the historical, political, and economic development of this region and to periodize different types of development in the region.

Lesson Two: In this lesson several theoretical frameworks are introduced for the study of PELA. There are several major paradigms that encompass a century of developmental scholarship for Third World politics. They reflect a contentious and spirited debate. These frameworks are modernization theory, structuralism, dependency perspective, and neoliberalism. At various times each of these perspectives has served as a guidebook for mapping a specific developmental path for the region.

Lesson Three: This lesson analyzes the pursuit of the import-substitution industrialization (ISI) strategy in Latin America. The commodity-export model of economic growth was pursued after independence. The model became untenable after the Great Depression. The region turned to a new economic model known as ISI in order to adjust to the new realities of the global economy. The model yielded both positive and negative results with high political and economic costs. What were the strengths and weaknesses of ISI?

Lesson Four: In this lesson we address the collapse of ISI and the debt crisis in Latin America. The debt crisis became an insurmountable problem for the region in the 1980s. It was a perfect storm that neither the political and economic institutions could cope with. The demise of the ISI strategy was followed by the adoption of the model of neoliberalism. It brought to the forefront the unending debate of whether the state or the free market should be the driving force promoting economic development.

Lesson Five: This lesson analyzes the pursuit of neoliberalism in Latin America. Macroeconomic imbalances during the 1980s prompted the adoption of this particular
model. The pursuit of neoliberalism was not without critics and became associated the victories of left-wing parties, known as the “Pink Tide” or the turn to the Left.

**Lesson Six:** In this lesson we examine the Golden Era of Latin America. An important context for these golden years was economic integration and Latin America’s insertion into the global economy. Trade liberalization is another piece in puzzle of economic reform for Latin America. It is a dynamic force behind economic growth. It is important to understand how trade liberalization has progressed throughout the region on different intensity levels and diverse types of trade regimes.

**Lesson Seven:** In this lesson we conclude our survey of the PELA by considering the institutional approach and addressing contemporary topics of corruption, crime, and migration.

**Lesson Eight:** This lesson modules presents the details of the final written assessment essay. Students will complete a comprehensive essay that is approximately 7.5 pages in length. The purpose of this assignment is to measure student mastery of the course objectives.

**Main Course Textbook:**


**Additional Required Course Readings:**

[Note that changes to course readings may change with additions and subtractions to the reading list.]


**Suggested Course Readings**


**Course Rubrics:**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the lesson assignments.

**Discussion Forum Grading Rubric**

**Writing Assignment Grading Rubric**

**Course Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lesson Number</th>
<th>Required Readings</th>
<th>Requirements &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26 – Sept 6</td>
<td>Lesson #1</td>
<td>See Lesson Module #1</td>
<td>Short Essay Submission – Sept 6</td>
</tr>
</tbody>
</table>
| Sept 9 – Sept 20 | Lesson #2 | See Lesson Module #2 | Bb Discussion Forum  
  a. Response Post – Sept 18  
  b. Comment Thread – Sept 20 |
| Sept 23 – Oct 4 | Lesson #3 | See Lesson Module #3 | Short Essay Submission – Oct 4 |
| Oct 7 – Oct 18 | Lesson #4 | See Lesson Module #4 | Midterm Essay – Oct 18 |
| Oct 21 – Nov 1 | Lesson #5 | See Lesson Module #5 | Bb Discussion Forum  
  a. Response Post – Oct 30  
  b. Comment Thread – Nov 1 |
| Nov 4 – Nov 15 | Lesson #6 | See Lesson Module #6 | Short Essay Submission – Nov 15 |
| Nov 18 – Nov 22 | Lesson #7 | See Lesson Module #7 | Select a country for Lesson #8 – Nov 22 |
| Nov 25 – Dec 6 | Lesson #8 | See Lesson Module #8 | Final Essay – Dec 6 |