Course Description and Objectives:

Welcome! This course is designed to familiarize students with major theoretical approaches to understanding and explaining periods of political change. Political change involves understanding both long-term causal processes and their consequences as well as the more immediate causes and consequences of political change. Sometimes change is rapid and momentous (e.g., violent revolutions) and sometimes it is slow and barely perceptible (e.g., the impact of economic development on political change).

A course on political change runs the risk of over-reaching. Politics is rarely static and, therefore, almost any topic in Political Science could fall under the title “Political Change.” In order to make the course more manageable, the course will mainly focus on political change in the Latin American region. It is my hope that students leave the course with a greater empirical grasp of Latin American politics as well as the theoretical and methodological skills to analyze political changes in other parts of the world as well.

My goals for the course are the following:
1) Students will develop a sophisticated understanding of the historical roots of contemporary Latin American politics.
2) Students will master the major theoretical perspectives used to explain political and economic change.
3) Students will acquire specific knowledge about different countries and political systems.
4) Students will hone their critical reasoning skills through careful reading and discussion of competing arguments.
5) Students will develop their abilities to write short, focused analytical essays.
6) Students will strengthen their skills in independent research and writing.
7) Students will leave the course with the ability to make informed and reasoned judgements about a wide variety of issues facing scholars and practitioners of contemporary politics.

Welcome!
Required texts:

All required and optional texts are available for purchase at the Saint Louis University Bookstore in the Busch Student Center. I have also placed the required books on 2-hour reserve at Pius XII Memorial Library.

Readings that are NOT in the required books are available through the library’s online e-journals website (go to libraries.slu.edu and click on “research” then on “e-journals portal” and follow the instructions for searching for journal articles), or will be sent to you via email as PDF files.

The required books for the course are:


Course requirements and grading:

1-page papers: 15 points
These papers should be no more than one page (single or double-spaced) and are due by 11:59 pm the day before class. These papers should be brief, critical reflections on the readings. They should not be summaries of the readings. The purpose of this assignment is twofold: (1) it forces you to read and think critically about the readings before coming to class, and (2) it gives me the chance to see what issues were of particular interest or concern to you and tailor our class discussions around those issues. For this reason it is absolutely crucial that these papers be submitted to me via email (jbowen5@slu.edu) and on time (by 11:59 pm the day before class). ***UNDER NO CIRCUMSTANCES WILL LATE PAPERS BE ACCEPTED FOR CREDIT.***

*NOTE TO POLS 452 STUDENTS: You must turn in 5 papers (out of 10 classes where we have assigned readings).

*NOTE TO POLS 552 STUDENTS: You must turn in 9 papers (out of 10 classes where we have assigned readings).

Annotated bibliography: 10 points
All students will be completing a research paper for this course. After you choose a topic in consultation with the professor, the first step is to prepare an annotated bibliography. An annotated bibliography should consist of no fewer than 4 sources, and should be theoretical in
nature. You might think of these as brief versions of the 1-page papers described above. Each source listed in the bibliography should be accompanied by a short paragraph explaining the theoretical insights that the source provides and how it is applicable to your research question. 

*Due: Friday, March 2\(^{nd}\) \@ 5pm (via email)*

**Literature review: 10 points**
The 2\(^{nd}\) step in the process of writing your research paper is to expand your annotated bibliography into a full literature review. This literature review should be approximately 5 to 7 pages in length. The purpose of the literature review is to take the major theoretical approaches that you identify in your annotated bibliography and use them to develop possible answers to the research question you have identified.

*Due: Friday, March 9\(^{th}\) (via email)*

**Final exam: 15 points**
The final exam will be essay in nature. It will be a take-home exam. It will be sent to you via email at 4:00 pm on Tuesday, April 17\(^{th}\) and will be due on Wednesday, April 18\(^{th}\) by 6:50 pm. Please bring a HARD COPY to my office.

**Research presentation: 10 points**
Before students hand in the final version of their research papers everyone will present their work to the class. This is an opportunity to get feedback on your work from your classmates which will help you revise your paper for final submission. Research presentations will be during class on April 25\(^{th}\) and May 2\(^{nd}\). Attendance at both of these classes is absolutely mandatory- NO EXCEPTIONS!

**Research paper: 30 points**
Final research papers for POLS 493 students should be approximately 25 pages.

*Due: Wednesday, May 9\(^{th}\) \@ 5pm (hard copy, please)*

**Review essay: 20 points (POL5 552 students ONLY)**
This essay should survey major recent works on a particular topic relevant to the course. The topic should be substantially different from the student’s research paper topic. The goal of this essay is to analyze the “state of the art” in a particular area of political science scholarship. The essay should review 3 or 4 recent books, which should be selected in consultation with the professor. The essay should be 8-10 pages in length. I will provide examples of what these essays should look like.

*Due: Monday, April 23\(^{rd}\) \@ 5pm (via email)*

**Class participation: 10 points**
Your attendance and active participation are vital to the success of this course. Different students participate in different ways. At a minimum, students should come to class on time having read and thought about the assigned readings for that class. I expect that all students will make a contribution to class discussions through comments, questions, criticisms, and analysis of the assigned readings. In assigning grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to
their comments/questions are not at an advantage compared to the student who offers occasional but insightful analysis and questions).

Final letter grades will be assigned that correspond to the following numeric scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-72</td>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

**Attendance and participation:**

I do not consider class time to be a time simply to review the assigned readings. We will cover materials during class that are not in the readings (and we will not cover every single point from the readings in class). Class attendance is, therefore, imperative. If you must miss class for an approved reason (e.g., illness, death or medical emergency in the immediate family, University-sponsored activities), please let me know via email as soon as possible. You are responsible for all materials covered in class, whether you are physically present or not. Make-up exams will be given only under the most extraordinary of circumstances. Late papers will be penalized 5 points per day.

**Classroom courtesy:**

Out of respect for all of those in class, all cell phones, pagers, and any other noisemaking devices must be turned OFF during the entire class period and during exams. Laptop computers may be used in class provided they do not make noise that disturbs those around you. I reserve the right to ask you to turn off and put away your computer if it is creating a disruption.

**Students with disabilities:**

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. Please update your materials to reflect the following language in place of the former statement that had been specific to include resources only for students with disabilities.

"In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor."
• University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Academic integrity:**

I expect all students to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations will be reported and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts & Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University. I encourage you to view official University policy on matters of academic integrity at: [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml)

**Additional resources:**

In addition to the required readings, there is a wealth of additional material that you may wish to consult throughout the semester or in the future. Below is a partial list of resources that you may find useful. Most (if not all) of these can be accessed through the library’s e-journals website.

Academic journals dealing specifically with issues of political change in Latin America:

*Bulletin of Latin American Research*
*Journal of Latin American Studies*
*Journal of Politics in Latin America*
*Latin American Politics and Society*
*Latin American Research Review*
*NACLA Report on the Americas* (Left-leaning news magazine with short articles on contemporary Latin American issues)

Websites with plentiful information on various aspects of Latin American politics, economics, culture, etc.

www.lanic.utexas.edu
http://pdba.georgetown.edu/
Links to most major Latin American newspapers (mostly in the local language of each country) can be found here:

http://www1.lanic.utexas.edu/la/region/news/

More journals and policy-relevant magazines that frequently deal with topics related to Latin America:

*Comparative Politics*
*Current History*
*Foreign Affairs*
*Foreign Policy*
*Journal of Democracy*
*World Politics*

In addition, there are excellent English-language journals dealing with other regions of the world. Here are a few of the better ones.

*For Eastern Europe and the former Soviet Union:*
*Post-Soviet Politics*
*Europe-Asia Studies*
*Slavic Review*
*Demokratizatsiya*

*For Africa:*
*Journal of Modern African Studies*
*Journal of Asian and African Politics*
*Journal of African Economics*
*Africa Today*
*Africa Confidential*

*For the Middle East:*
*Middle East Journal*
*Middle East Policy*
*British Journal of Middle Eastern Studies*
*International Journal of Middle Eastern Studies*
*Harvard Middle Eastern and Islamic Review*

*For Asia:*
*Asian Survey*
*Journal of Asian Studies*
*Pacific Affairs*
*China Quarterly*
*For Western Europe:
West European Politics
Comparative European Politics
European Journal of Political Research
Journal of Contemporary European Studies
European Political Science Review

Course schedule:

Jan. 18- Introduction and syllabus

Jan. 25- Theories of change and barriers to change

Feb. 1- The longue durée- Political change in long-term perspective.
*Drake, Ch. 1-4 (pp. 1-125).

Feb. 8- Periodization and change in 20th century Latin America
*Drake, Ch. 5-8 (pp. 126-248).

Feb. 15- Revolution
*Eckstein, Ch. 1-3 (pp. 3-87).
Feb. 22- Continuity in the face of pressures for change
*Eckstein, Ch. 4-9 (pp. 88-243).

Feb. 29- Order and instability

Mar. 7- No class
*Literature review due by end of day on March 9 via email (jbowen5@slu.edu)

Mar. 21- Democratization and “reform” in Brazil
*Roett, All.

Mar. 28- Social mobilization and change
*Silva, Ch. 1-3 (1-55)

Mar. 4- Political economy of protest
*Silva, Ch. 4-9 (56-284).
Apr. 11- Culture and change

Apr. 18- Final Exam

Apr. 25- Research presentations

May 2- Research presentations

RESEARCH PAPERS DUE (HARD COPY ONLY!!!!)- MAY 9th @ 4:00 PM.