Welcome!

Course Description
Democratic elections have finally begun to penetrate metropolitan Latin America, offering the urban poor new avenues for demand-making. The study of Latin American cities is brimming with exciting stories of political struggles for land, for justice, and for survival. The peoples of Latin America care passionately about politics because their volatile history has been a mix of crushing disaster and renewed optimism.

In this research seminar, we will explore how the changing rules of political competition affect urban struggles for land, racial equality, and municipal representation. We will focus on urban violence, mayoral elections, squatting politics, and social movements in several major cities, including Sao Paulo, Brazil, Mexico City, and Lima, Peru.

As a senior seminar, this course emphasizes both class discussion and student leadership of class. Working in teams of 2-3 students, each of you will have an opportunity to take charge of two class periods in which we cover one of the core required books. You have great latitude in what methods you employ to lead these classes. Likely formats may include general discussion, structured presentations, advance reading questions and other handouts, discussion dyads, debates, and/or role-played simulations. Each team will work with the Instructor to design their two class periods.

In addition to this major leadership opportunity, your principal focus will be a research project related to urban politics in one or more Latin American cities. Your theoretical framework and analysis will connect directly to the themes of the seminar, but you need not study the same cities that the syllabus emphasizes. This project will include several stages including: 1) topic formulation; 2) a short exploratory paper; 5) an outline of your argument; 6) a rough draft; 7) a practice presentation of your findings; 8) a colloquium presentation of your paper; and 9) your final draft.

Study Cycles
Our course is divided into four "Study Cycles," plus a Seminar Capstone at the end of the term. Each study cycle includes four class days that (except for the first cycle) focus on a specific city. Each study cycle begins with an Opening Lecture by the Instructor and discussion of the initial readings. The second and third day of the Cycle are the responsibility of a team of 2-3 students. The fourth day is split between concluding the study cycle and a research workshop related to your project. Thus, you will work on your research project during each study cycle.

Class Engagement
To get the most out of our diverse class, we will need to be respectful of the views others have to offer, and of the fact that each of us has something to teach the rest of the class. Everyone's full engagement is needed to get the most out of the course.

You will earn two letter grades for Class Engagement (one for the first five weeks, and one for last five weeks) based on attendance, careful reading of assigned texts, your engagement of course materials and classmates (especially during activities directed by students), and completion of ungraded written work (two Single-Point Papers, paper topic, outline).

Different people have different ways in which they best engage course materials and classmates. Some of these methods of engagement include active listening, thoughtful preparation for class, sharing a well-formulated idea with reference to another person's ideas, off-the-top-of-your-head reactions to new ideas, helping a classmate understand a difficult concept, coming to office hours, bringing relevant news articles to class to share, and creative completion of assignments.

You get the picture: different people have different learning styles. Some are listeners, some are more visual, some need to speak or write things down to understand them. I am always open to suggestions as to how we can make our class a better environment for you to learn and teach with and from each other.

Single Point Papers
You will write two Single Point Papers (1-2 pages each) in response to a reading or group of readings. As you read and take notes, think about what key ideas are emerging. Formulate one key assertion. The assertion may be substantive, analytic, methodological, or theoretic.

Here are three examples of Single Point Paper topic sentences:

1) "In her analysis of Guatemala's peace process, Jonas sets too high a standard for success and overlooks the important gains that were made";
2) "O'Donnell's concept of delegative democracy helps us understand the collapse of party systems in Peru and Venezuela"; and
3) "Chalmers, Martin, and Piester break new ground with their approach to representation, but the evidence doesn't support their theory."

In other words you are constructing a mini-argument.

Don't be afraid to be overly bold with your topic sentence (in fact, put it in bold font!) The goal is to raise an interesting point; don't feel you have to be able to definitively prove it. Following your topic sentence, spend 1-2 pages (double-spaced) discussing evidence both for and against your assertion.

Optional Workshops
Two evening or weekend workshops will be offered. The first will focus on public speaking and the second will focus on writing a political science research paper. Dates and details will be discussed later.

Special Needs
Students that need learning tools/special schedules approved by Student Support Services should contact me during the first week of class.

Evaluation of Student Work

Course Grades

https://acad.carleton.edu/curricular/POSC/classes/Posc331/S03/index.htm
Course grades are earned on the basis of Class Engagement (first five weeks 10%, second five weeks 10%), Classroom Leadership (15%), Exploratory Paper (15%), Rough Draft of Paper (5%), Practice Research Presentation (15%), and Final Draft of Paper (30%).

Your public colloquium presentation is not graded.

Late Policy
Late work will be penalized one-third of a letter grade per day. Avoid missing deadlines by planning ahead and setting alternate deadlines with me if the default deadlines do not work for you.

Expectations
I expect all of us to make this class a high priority. This means devoting quality time to reading all texts and preparing for active engagement in each class.

You can expect me to work very hard with you and for you. I will hand back work promptly, I will make time for you, and I will provide constructive and encouraging feedback on both written and non-written assignments.

I expect you to arrive on time. You can expect me to end class on time. If you must be absent, please respect the preparation work of whoever is in charge that day by e-mailing me and them in advance.

This course requires a lot from you, but you receive a lot as well, both from me and from your classmates. We are going to work very hard this term. We will all have our off days, but I hope that the energy and enthusiasm each of us contributes will make this class ROCK.

At the Bookstore
The following four required books are available for purchase at the bookstore. We will make heavy use of each one, so I recommend you buy all four. All other readings will be placed on closed reserve in two course binders, except for the first week’s readings, which will be distributed in class.


STUDY CYCLE I
Introduction: The Latin American City

Tuesday, April 1
Course Introduction
* Assignment for Thursday: Look over the three core texts (Caldeira, Davis, and Dietz) and decide which is your first and second choice to co-facilitate.

Thursday, April 3
Opening Lecture: "Urban Latin America by Bus: Helmet Recommended"
Discussion of Zwingle and Chronicles (Duque, Navia, and Salcedo)

Tuesday, April 8
Discussion of Gilbert

Thursday, April 10
* Single-Point Paper #1 Due*
Finish Discussion of Gilbert
Gilbert, chapters 7-8 (pp. 127-170).
Mini-Workshop: Asking a Good Research Question
Five-Minute Study Cycle Evaluations

STUDY CYCLE II
São Paulo: Urban Violence in the City of Walls

Film #1: "Central Station" (Date and place of evening showing TBA).

Tuesday, April 15
* Paper Topic Due *
Opening Lecture: Brazil and São Paulo
Discuss Mead and Huggins (and possibly Caldeira)
Note: We will probably not discuss these two chapters until Thursday, but you should read ahead.
Discuss Caldeira (facilitated by Matt Kearney and Bill Wischstadt)
Caldeira, chapter 3-5 (pp. 105-210).

Thursday, April 17

Discuss Caldeira (facilitated by Matt Kearney and Bill Wischstadt)
Caldeira, chapters 6-8 (pp. 213-335).

Thursday, April 24

"Single-Point Paper #2 Due"

Thursday, April 24

Concluding Discussion of all São Paulo Readings (review your notes on previous readings)
Caldeira, chapter 9 (pp. 339-375).

Thursday, April 24

Friday, April 25

Mini-Workshop: Research Design
Five-Minute Evaluations

STUDY CYCLE III
Mexico City: Urban Leviathan

Tuesday, April 29

*Exploratory Paper Due*

Tuesday, April 29

Film #2: "La Ciudad de México" (22 minutes, in-class showing)

Opening Lecture: Mexico and Mexico City

Thursday, May 1

Discussion of Davis (facilitated by Kristin James, Patrick King, and Diana Vogel)
Davis, chapters 3-4 (pp. 63-136).

Thursday, May 1

Discussion of Davis (facilitated by Kristin James, Patrick King, and Diana Vogel)
Davis, chapters 5-9 (pp. 137-324).

Thursday, May 8

Concluding Discussion of Mexico City Readings (review your notes)

Mini-Workshop: Role of Theory
Five-Minute Evaluations

STUDY CYCLE IV
Political Participation in Lima

Tuesday, May 13

*Outline Due*

Tuesday, May 13

Film #3: "Peru: Rage of Hunger" (60 minutes, in-class showing). Note: Please arrive 20 minutes early if possible, as we will begin the film at 12:55 pm.

Opening Lecture: Peru and Lima

Thursday, May 15

Discussion of Dietz (facilitated by Dee Bansal, Leah Geyer, and Megan Storey)
Dietz, chapters 3-5 (pp. 43-109).

Thursday, May 15

Discussion of Dietz (facilitated by Dee Bansal, Leah Geyer, and Megan Storey)
Dietz, chapters 6-10 (pp. 110-258).

Thursday, May 22

Concluding Discussion of Lima Readings (review your notes)

Mini-Workshop: Argumentation
Five-Minute Evaluations

https://acad.carleton.edu/curricular/POSC/classes/Posc331/S03/index.htm
SEMINAR CAPSTONE
Latin American Urban Politics Colloquium

*Rough Draft Due for those not presenting today*
Paper Presentations and Peer Feedback

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*Rough Draft Due for those not presenting today*
Paper Presentations and Peer Feedback

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**Latin American Urban Politics Colloquium** (tentative date)

*Bring Your Latest Draft*
Peer Workshop of Rough Drafts
Course Evaluations

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*Final Paper Due*

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