Course Description. This course examines the patterns, causes, and consequences of justice reforms in Latin America since the 1980s. First, students will explore the various types of sociopolitical conflicts that give rise to demands for legal resolution, including: (1) human rights violations during civil wars or authoritarian regimes that give rise to demands for transitional justice in post-conflict or post-authoritarian settings, (2) rampant criminality, including organized crime, that gives rise to public demands for more effective criminal justice systems, and (3) institutional dysfunction and/or corruption that give rise to demands for more effective justice institutions in general. In each area, students will examine (a) the differing nature and sources of offenses and others wrongs/harms, (b) the consequences of failing to address these harms effectively (including political, economic, and social costs of weak, abusive, or otherwise ineffective justice institutions), and (c) the manner in which governments and other actors have sought to build more effective responses to these harms, including truth and reconciliation commissions, reforms targeting police, prosecutors, and courts, as well as communal and other societal responses to various forms of injustice. The main course requirement is a research paper that will develop through various stages of instructor and peer-based feedback. Knowledge of Spanish or Portuguese is not required.

Pre-requisites. There are no pre-requisites for this course. However, introductory courses to Comparative Politics and/or Latin American Politics are strongly recommended.

Readings

Readings. The main texts for this course are:

Used and new copies of these books are available at Mary Jane's bookstore and at various online booksellers. These books will be supplemented periodically with journal articles and other short pieces. Please see the class schedule below for a detailed list of the reading assignments. Articles and other short pieces are available on Blackboard and/or via the electronic databases that can be accessed through the library (e.g., JSTOR). Where otherwise unavailable, I will provide these materials for you.

Grading

Participation: You are expected to read and come prepared to actively engage the material in class discussions and other activities. Your contributions should be related to the material and constructive. Differing opinions are encouraged as long as they are relevant and respectful.

Reflections and Quizzes. Active engagement with the material is critical to your success in class. Generally, you need to encounter the material at least three times in order for you to understand it in any depth. For some people, this may be easy to do independently. However, for most people, the easiest and fastest way to encounter the material three times is to (1) read for class, (2) participate in class discussions, and (3) write notes, outline, or review the material for an exam. Therefore, staying current with the reading and participating in class put you in a much better position to work with the material when you take an exam or write a paper later in the course.

Considering the importance of participation and active engagement with the materials, several elements of the course are designed to encourage you to come prepared for each day of class. Two of these components are Reading Reflections and Reading Quizzes. Aside from the first week, you are responsible for submitting Reading Reflections related to the week’s assigned reading are due on the 1st and 3rd Friday of every month. These reflections are observations or questions of your own that occur to you as you are doing the reading. Reflections should be considered written assignments, should be typed (no less than half a page, no more than 1 page, double-spaced, 12-point, Times New Roman font) and should be submitted to me in person within the first five (5) minutes of class.

Separately, I will toss a coin at the start of class each Monday to determine if there will be a quiz. If the result is heads, there will be a short quiz on the reading for that day. If the result is tails, there is no quiz. If you have done the reading for that day, you should not have any trouble with the quiz. I will collect all quizzes within the first 5 minutes of class.

Each reflection and each quiz is worth 4 points (1 for being present and 3 for content). If you are present but did not complete or cannot answer the quiz, at least turn in a paper with your name on it so that you get credit for being present. Do not email reflections.

No late reflections or quizzes will be accepted. Either you are present in class to turn in the reflections or take the quiz, or you are not. Do not submit reflections via email. Collected reflections and quizzes will count towards a total of 20% of your final grade.
**Paper.** A 12-page research paper is required for this class. The paper is actually an assignment in five parts. All parts are considered written assignments and should follow the standard format (double-spaced, 12-point, Times New Roman font). **Part 1 (brainstorm ideas):** you must submit at least 5 ideas for a paper on [see class schedule below for date]. These ideas should be discussed in five, separate, short paragraphs (about 2-3 sentences for each paragraph) that clearly communicate the topic in which you are interested. **Part 2 (outline):** you must submit an outline (with at least two new, out-of-class references) for this paper on [see class schedule below for date]. The outline should consist of at least two pages, and be annotated to provide sufficient detail, and you should have a separate list of references at the end. Your peers and I will provide comments on your outline. **Part 3 (draft):** you must submit a draft of your paper based on your outline. This draft should be 5-7 pages in length. Please submit five copies of this document – one is for me and the rest are for four of your colleagues. I will distribute the extra copies in class the same day. **Part 4 (peer comments):** you must comment on four of your colleagues’ drafts. Comments must be typed so that your classmate can read them easily, and you should provide at least one, double-spaced page of comments that speak to the 5 areas of the paper instructions (see Paper Instructions, on Blackboard). These comments are due the following week, on [see class schedule below for date]. Please submit two copies of each set of these comments (8 pages total) so that I can receive one copy for grading and your colleague can receive a copy of their own. **Part 5 (final paper):** building on comments from me and your peer writing group on your brainstorm, outline, and draft, revise your draft into your final paper; the final paper is due on the last day of class [see class schedule below].

**Summary of Grading:**
- Participation: 10%
- Reflections: 10%
- Quizzes: 10%
- Research Paper Assignment (70% total)
  - Paper Brainstorm: 5%
  - Paper Outline: 5%
  - Paper Draft: 15%
  - Peer Comments: 15%
  - Paper (final): 30%

**Writing Groups and Assignments**

Peer writing groups: As a writing intensive class, this course is structured to help you think more self-consciously about how you write and prepare for writing. In order to do that, the main writing assignment is broken up into several parts, and you will receive feedback for each part, i.e., at each stage of the writing process. The main vehicle for this feedback will be your peer writing group. Each group should consist of 4 people and will be established by the second week of class. While some of the class is based on lecture and discussion, we will routinely break up into our peer writing groups to work together during class. You will not be asked to work as a group outside of class, but you may do so. If there is someone you would clearly like to work with on your writing assignment, you will have the option to...
do so. However, I will also evaluate how groups are working throughout the semester, and reserve the right to move people from one group to another.

**Written assignments.** All worked turned in to me should be considered a written assignment and should be typed in the following format: double-spaced (so I can comment), 12-point (so I can read it), Times New Roman font. Also, each paper should follow the structure set out in the detailed document on paper instructions, which I will distribute later in the semester. Make sure you refer to this document in preparing your work for this assignment. We will also discuss the instructions in greater detail in class.

Additionally, make sure to cite all sources properly and include a bibliography. Papers should be double spaced, and use 1-inch margins and 12-point, Times New Roman font. I have provided some helpful resources online on how to write social science papers, as well as sources on how to read nonfiction books for content (i.e., quickly).

Note that the third part of the paper assignment involves commenting on three (4) of your colleagues’ work. Your comments should offer constructive feedback that will help strengthen your their paper, just as you expect to receive 4 sets of comments that will strengthen your paper. Also, your comments are being evaluated. Thus, as you make your comments, you should refer to the instructions for the paper identified above and make at least one comment on each component, gauging how well your colleague has addressed each section. For instance, is the research topic clearly stated? Is it clear why this topic is important or interesting? Further detail on this assignment will be covered in class.

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**OTHER POLICIES**

**Classroom conduct.** You are also expected to promote a classroom environment that makes it easy for your peers to engage with the material. In this regard, please keep distractions to a minimum. With regards to technology in the classroom, please turn your phones and other handheld devices off during class. Texting during class is unacceptable. Laptop use is allowed for taking notes and other activities relevant to class, but sending emails, instant messaging, checking social media, or watching videos online is unacceptable. If you are texting, on social media sites, watching videos, or otherwise using technology inappropriately in the classroom, you will be asked to leave for the day. If this happens a second time, you will receive a zero (0) for your participation grade.

**Email.** I expect you to check your email. You are responsible for material sent by email.

**Late Work and Missed Assignments.** All work must be turned in within the first 5 minutes of class on the day it is due, or by 5pm if there is no class on the due date. Without a legitimate (e.g., medical or family emergency) and documented explanation, late work will be penalized one letter grade for each day it is late, and it is considered late if turned in beyond the time limits above (i.e., after the first 5 minutes of class, or after 5pm on days there is no class; this includes weekends and holidays). Reflections and quizzes must be turned in at the beginning of class – no exceptions. No extensions will be given.
Academic Integrity. All students must familiarize themselves with the Standards of Academic Integrity on the University’s website and pledge to observe its tenets in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays. The full standards and examples of dishonest behavior are available at: http://www.albany.edu/undergraduate_bulletin/regulations.html.

Americans with Disabilities Act (ADA). Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Miscellaneous. If you feel you need any help or simply want clarification on any of the material, please do not hesitate to raise your question in class or approach me outside of class. I will hold regular office hours throughout the summer session. If you cannot arrange to come talk with me during these hours, please call or email me, or contact the Department of Political Science administrative offices, so that we can set up an appointment.

CLASS SCHEDULE

WEEK 1: Aug 26
Introduction
Challenges 1: Transitional justice
Reading for W and F:
  • International Center for Transitional Justice
    o Case studies in Argentina, Brazil, Colombia, Guatemala, and Peru
    o On Blackboard and also here: http://ictj.org/our-work/regions-and-countries
  • Hayner, ch1-3

WEEK 2: Sep 2
* NO CLASS MONDAY; LABOR DAY *
* NO CLASS FRIDAY; ROSH HASHANA *
Wed: set up peer writing groups
Reading:
  • Keck and Sikkink (1998), Activists Beyond Borders, ch.3: “Human Rights Advocacy Networks in Latin America”

WEEK 3: Sep 9
Challenges 2: Crime and Violence
Reading:
  • Mendez, O’Donnell, and Pinheiro (selected)
  • TBA

WEEK 4: Sep 16
Methods: Concepts, Measures, and Case Selection
Reading:
• World Justice Project
• Gerring, John. 2008. Techniques for Case Selection

WEEK 5: Sep 23
Transitional Justice
Reading: Hayner, first half of book

WEEK 6: Sep 30
Transitional Justice, cont.
Reading: Hayner, second half of book

WEEK 7: Oct 7
Trajectories of Reform: From “Law and Development” to “Rule of Law” and “Governance”
Reading: Domingo and Sieder

WEEK 8: Oct 14
* NO CLASS MONDAY; COLUMBUS DAY *
Trajectories of Reform, cont.

WEEK 9: Oct 21
Police Reform
Readings:
  • Bailey and Dammert
Recommended:
  • Diane Davis
  • Dan Sabet

WEEK 10: Oct 28
Police Reform, cont.
Readings:
  • Bailey and Dammert

WEEK 11: Nov 4
Court Reform

WEEK 12: Nov 11
Court Reform, cont.

WEEK 13: Nov 18
Criminal Procedure Reform

WEEK 14: Nov 25
* NO CLASS WED OR FRI: THANKSGIVING *
Criminal Procedure Reform, cont.
WEEK 15: Dec. 2
Theoretical reflection: are reforms aimed at right targets?
Causes of Lawlessness: Why Offend, Protest, Rebel?
Readings:
  • TBA

WEEK 16: Dec. 9
* MONDAY IS LAST CLASS DAY *
Final papers due by end of week

Additional Resources:

(1) Latin American Studies Association (LASA)
    • http://lasa.international.pitt.edu/
(2) Brazilian Studies Association (BRASA)
    • http://www.brasa.org/
(3) New England Council on Latin American Studies (NECLAS)
    • http://www.neclas.org/
(4) Mid-Atlantic Council on Latin American Studies (MACLAS)
    • http://www.maclas.org/
(5) Southeastern Council of Latin American Studies (SECOLAS)
    • http://www.mtsu.edu/secolas/about.php
(6) Rocky Mountain Council on Latin American Studies (RMCLAS)
    • http://www.rmclas.org/
(7) Southwest Council on Latin American Studies (SCOLAS)
    • http://www.modlang.txstate.edu/scolas/About-SCOLAS.html
(8) Pacific Coast Council on Latin American Studies (PCCLAS)
    • http://www.isanet.org/blog/2010/07/cfp-conference-of-the-pacific-coast-council-on-latin-american-studies.html
(9) Latin American Network Information Center (LANIC)
    • http://lanic.utexas.edu/
(10) Political Database of the Americas (PDBA, at Georgetown University)
    • http://pdba.georgetown.edu/CLAS%20RESEARCH/PDBA.html#site-title
(11) North American Congress on Latin America (NACLA)
    • http://www.nacla.org/
(12) Peer-Reviewed Academic Journals
    • Latin American Research Review (LARR)
    • Latin American Politics and Society (LAPS)
    • Journal of Latin American Studies (JLAS)
    • Journal of Politics in Latin America (JPLA)
    • Latin American Perspectives (LAP)