TEACHING PLAN

1. Course Description

The main objective of this course is to examine three central issues in comparative politics taking Brazil as a point of reference: the breakdown of democratic regimes, the transition from authoritarianism to democracy, and the impact of institutions on the operation of the Brazilian democratic government. In each of these areas, Brazil appears as an important case, either because it supports or because it undermines more general propositions that have been advanced about democracy and democratization.

The breakdown of democracy in 1964 has served as a testing ground for competing theories of the strains under which democratic regimes fall apart. A number of theories of very different scope and character have been advanced to explain the emergence of the military regime that ruled the country for over 21 years. These theories range from those that privilege structural (economic or political) factors to those that emphasize the strategies pursued by specific political actors. An examination of these theories as they pertain to Brazil provide fertile ground for assessing their logical and empirical validity, and learning something about the conditions under which democracy may or may not survive.

Democratization in Brazil has also served as fodder for theoretical interpretations with applications to a wide range of cases. The long and protracted process of extrication of the military from politics both suggested and illustrated the limitations and consequences of a negotiated transition to democracy. The Brazilian case prompts a number of interesting theoretical questions, mostly related to the conditions under which the authoritarian regime is likely to choose a path of liberalization, the obstacles that such a strategy is likely to encounter, and whether this path is likely to have consequences for the regime that emerges from the process of transition.

Finally, the institutional configuration that emerged in post-authoritarian Brazil also served as an object of theoretical concern as it epitomizes everything that, according to the existing comparative literature, should undermine the consolidation of democracy: a presidential regime with a weak and fragmented party system; extremely permissive electoral laws that favor candidates over political parties; a fragmented congress that torpedoes presidential initiatives; presidents who not only are able to, but who have strong incentives to bypass congress and rule by decree; a pervasive pattern of clientelism and rampant economic inefficiencies. Yet, Brazilian democracy survives, and there is evidence that it survives well. Thus, the image of a system on the brink, irremediably deadlocked and unable to implement policies of any significance is far from accurate. In spite of its presidential system and other institutional features that some tend to see as a "pathology," Brazilian democracy has performed reasonably well. The question that needs to be addressed, then, is why.

2. Detailed course content

The readings are divided in Required [***]; Recommended [**]; and Background
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Activities ¹ (bibliography/key readings, assessment, seminars, etc)</th>
</tr>
</thead>
</table>

¹ The professor is free to conduct occasional assessments without prior notice to student(s).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Author</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
[***] Barry Ames. 2001. The Deadlock of Democracy in Brazil. Ann Arbor: |
<table>
<thead>
<tr>
<th>December 10</th>
<th>Congressional rules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[***] Argelina Figueiredo and Fernando Limongi. 2000. ‘Presidential power, legislative organisation and party behaviour in Brazil.’ Comparative Politics. 32: (2).</td>
</tr>
<tr>
<td></td>
<td>[***] Carlos Pereira (2000) ‘Why Brazilian legislators have decided to clean up their sidewalks: The Influence of the Brazilian political institutions on the process of state reform’ in Stuart Nagel (ed) Global Political Policy Marcel Dekker.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 17</th>
<th>How does the Brazilian president govern?</th>
</tr>
</thead>
</table>
3. Assessment procedures

This course depends heavily on students' participation. Students are required to read all the assigned material prior to class and are expected to actively participate in class discussions. Evaluation will be based on class participation (10%), an in-class mid-term exam (40%), and a take-home (24 hrs.) final exam (50%).

4. General guidelines for the graduate program

As a general rule relating to the ethical principles and the code of conduct which steer its academic environment, EBAPE sets down the following:

- Autonomy and responsibility correspond to values which, when transformed into action, highlight the importance of EBAPE’s mission of producing and disseminating knowledge of Administration. Consequently, it is the professor’s responsibility to conduct roll call at every class, and absences will only be justified if they comply with the applicable legislation (see details in the Student Manual).
- We recommend that the use of communication equipment such as cell phones, radios and similar equipment should not be permitted in the classroom, so as to avoid interfering with the teaching and learning processes, but professors can use their discretion on this ruling, where applicable.
- Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the program department for examination of the facts.¹

5. REQUIRED READINGS

The readings are divided in Required [***]; Recommended [**]; and Background (Please see the Detailed course content)

6. Professor’s mini-résumé

Carlos Pereira is a Professor of political economy and public policy at the Brazilian School of Public and Business Administration – EBAPE at Getulio Vargas Foundation (FGV). Currently he is a visiting fellow in the Latin America Initiative, Foreign Policy and Global Economy and Development programs at Brookings Institution. Recently, he was an assistant professor of comparative politics in the department of political science at Michigan State University and professor of the Sao Paulo School of Economics at Getulio Vargas Foundation. He also worked as a visiting professor of the department of economics at the University of Sao Paulo-USP and in the department of politics at Colby College. In addition, he worked as associate researcher at Oswald Cruz Foundation-Fiocruz and Candido Mendes University-UCAM. Moreover, he has been involved in many consultancy and research projects with interdisciplinary research teams at the World Bank, Inter-American Development Bank, Department for International Development DFID/UK, Coperación Andina de Fomento – CAF etc.

¹ The student is guaranteed the right to a full defense as per the School’s internal regulations