

## **POLSCI 4LA3 POLITICS IN LATIN AMERICA**

### **Fall 2018**

**Instructor:** Nivaldo Galleguillos  
**Email:** [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)  
**Lecture:** Monday 11:30am-2:20pm

**Office:** Kenneth Taylor Hall 542  
**Phone:** 905 525 9140 Ext. 23889  
**Office hours:** Monday 15-17pm;  
Tuesday 14-16pm

### **Contents**

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts .....	3
Class Format.....	4
Course Evaluation – Overview .....	4
Mid-term take-home examination, (30%), due Tuesday October 23, 2018.....	5
Research paper, (30%), due Monday 12 November, 2018.....	5
End-of-term take-home examination, (30%), due Tuesday 27 November, 2018. ....	5
Class participation, (10%).....	5
Weekly Course Schedule and Required Readings .....	5
Week 1. September 10.....	6
Week 2. September 17.....	6
Week 3. September 24.....	7
Week 4. October 1.....	7
Week 5: 8-14 October Mid-term recess. No class .....	8
Week 6. October 15.....	8
Week 7. October 22.....	8
Week 8: October 29.....	9
Week 9. November 5.....	9
Week 10. November 12.....	10
Week 11. November 19.....	10
Week 12. November 26.....	11
Week 13. December 3.....	12
Course Policies .....	12
Submission of Assignments.....	12
Instructor’s expectations .....	14

Grades.....	14
Late Assignments .....	15
Absences, Missed Work, Illness. McMaster Student Absence Form (MSAF).....	15
Avenue to Learn .....	16
Turnitin.com.....	16
Academic Integrity Statement.....	16
Academic Accommodation of Students with Disabilities.....	17
Faculty of Social Sciences E-mail Communication Policy .....	17
Course Modification .....	17
Religious Accommodations .....	17

## **Course Description**

This seminar critically examines some of the conventional understandings of the theoretical and practical issues that characterize Latin American politics and society. It begins with a brief historical overview of the region's politics and economics, as reflected in the *path dependency* and *change and continuity* approaches. It follows with an assessment of the strengths and weaknesses of the Modernization and Dependency 'Theories' that try to explain the subcontinent's development (or lack thereof). A class analysis methodology is introduced in order to examine the nature, scope, and influence of competitive social groups' struggle for political power; the shifting correlations of political forces, and the recurrent hegemonic crises that have often prompted military intervention and delayed democratic development. Ideologies such as liberalism, corporatism, socialism, Marxism, democracy, and populism are discussed as well. Institutionalized military intervention in the recent past, and the 'new' pattern of civil-military relations in the democratic transition are also scrutinized. The 'new state' that emerged in the post-authoritarian phase, its role in fostering neoliberal economic policies; the quality of democratic development and democratization; the new forms of social mobilization, and electoral success of left/right-wing political forces that challenge the conventional wisdom of globalization are examined at length. Lastly, these theoretical discussions are tested through an examination of politics and society in countries, such as Argentina, Brazil, Chile, Colombia, Cuba, Mexico, and Venezuela.

## **Course Objectives**

It is expected that at the conclusion of the course students will differentiate between perception and reality, rhetorical discourses and evidentiary facts, and scientific rationality and conventional wisdom regarding the North's claims of support for the South's economic, social, and political development and the reality of the relations between them. In other words, the course aims to develop students' 'good sense' as opposed to unscientific 'common sense' views.

## **Required Materials and Texts**

- Close, David. 2017. *Latin American Politics*. Second edition. Toronto: Toronto University Press.
- Skidmore, Thomas, Peter Smith & James Green. 2014. *Modern Latin America*. Eight edition. New York: Oxford University Press.

Additional readings will be posted on Avenue to Learn and online (through McMaster Library). The following journals (printed and online) are helpful in complementing class discussions, and assisting in the preparation of the research papers:

- Canadian Journal of Latin American and Caribbean Studies

- Journal of Inter-American Studies and World Affairs
- Journal of Latin American Studies
- Journal of Third World Studies
- Latin American Perspectives
- Latin American Research Review
- NACLA (North American Congress on Latin America)
- Latin American Politics and Society
- ECLA's Report

The following recent books can also be of assistance to students:

- Arcenaux, Craig. 2013. *Democratic Latin America*. New Jersey: Pearson.
- Booth, John & Patricia Bayer Richard. 2014. *Latin American Political Culture*. Los Angeles: Sage
- Vanden, Harry E. & Gary Prevost. Eds. 5<sup>th</sup> edition. 2015, *Politics of Latin America: The Power Game*. New York: Oxford University Press.
- Wiarda, Howard J. & Harvey F. Kline. 2013. Eds. 8<sup>th</sup> edition. *Latin American Politics and Development*. Colorado: Westview Press.

Online information of up-to-date developments in Latin America can be obtained by accessing the [Council of Hemispheric Affairs](#) at; the [Organization of American States](#); [Latin American Working Group Education Fund](#); The [Economic Commission for Latin America/ECLAC](#); and [Americas Updater](#)

### **Class Format**

This is a seminar course, and student's participation is encouraged and expected especially in regard to readings and contemporary events. Lectures will be given by the instructors as well as required.

### **Course Evaluation – Overview**

1. A mid-term take-home examination, worth 30 percent of the course grade, due October 23, 2018.
2. A research paper, worth 30 percent of the course grade, due November 12, 2018.
3. An end-of-term take-home examination, worth 30 percent of the course grade, due November 27, 2018.
4. Class participation, worth 10 percent of the course grade.

### **Course Evaluation - Details**

**Mid-term take-home examination, (30%), due Tuesday October 23, 2018.**

The exam will be delivered to students in class on Monday, October 22, 2018, and must be returned in hard copy format to the instructor by 15:00 pm on Tuesday, October 23, 2018, at KTH 542. The examination comprises three sections: Section I asks to identify, explain the meaning, and discuss the significance of notions, definitions, and/or concepts discussed in class and in readings (think of it as a mini-essay). Section II is a compulsory essay question. Section III gives students a choice between two essay questions. Sections I and III are worth 30 percent each, while Section II is worth 40 percent of the examination. All required readings and class discussions must be used in answering the corresponding questions. In addition to a hard copy, students must also send an electronic copy (in Word format attachment) to the instructor on the same day at ([gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)).

**Research paper, (30%), due Monday 12 November, 2018.**

Research paper must be delivered at the beginning of the regularly scheduled class on Monday 12 November, 2018. In addition to a hard copy, students must also e-mail a copy (in Word format attachment) to the instructor on the same day at ([gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)). Format and content of this assignment is explained on pages

**End-of-term take-home examination, (30%), due Tuesday 27 November, 2018.**

The exam will be delivered to students in class on Monday, November 26, 2018, and must be returned to the instructor by 15:00 pm on Tuesday, November 27, 2018, at KTH 542. The examination comprises three sections: Section I asks to identify, explain the meaning, and discuss the significance of notions, definitions, and/or concepts discussed in class and in readings (think of it as a mini-essay). Section II is a compulsory essay question. Section III gives students a choice between two essay questions. Sections I and III are worth 30 percent each, while Section II is worth 40 percent of the examination. All required readings and class discussions must be used in answering the corresponding questions. In addition to a hard copy, students must also send an electronic copy (in Word format attachment) to the instructor on the same day ([gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)).

**Class participation, (10%).**

At the instructor's discretion. Class participation has two components: (i) attendance (only one absence will not be counted for this grade), and (ii) active engagement in class discussions through the posing of questions and/or comments that generate useful class interaction, drawn from required weekly readings, as well as from current events in Latin America.

**Weekly Course Schedule and Required Readings**

Attending classes is an important part of the learning process. While required readings provide a general background to the issues discussed in class, additional and complementary perspectives are presented and discussed in greater depth by the

instructor. Questions pertaining to the readings are welcome in class. Assignments, especially the research paper and the two examinations, must reflect familiarity with the readings and class discussions. Relevant films may be shown throughout the term.

### **Week 1. September 10.**

Introductory remarks, course organization, and general discussion of contemporary Latin American politics.

#### **Required readings**

- Close, David. 2009. Ch. 1: "Why Study Latin America," in *Latin American Politics: An Introduction*, pp. 3-28.
- Skidmore et al, 2014. Ch. 1: "Why Latin America?" in *Modern Latin America*, pp. 3-15.

#### **Recommended readings**

- OAS. [Inter-American Democratic Charter](#).
- UNDP. "Report on Democracy in Latin America. Overview". 2004. pp.3-12.
- Sorj, Bernardo & Danilo Martuccelli, [The Latin American Challenge: Social Cohesion and Democracy](#). This e-book is available online through the Edelstein center for social research/
- Wiarda, Howard J. & Harvey F. Kline. 2013. Eds. 8<sup>th</sup> edition. *Latin American Politics and Development*. Ch.1: "The Context of Latin American Politics," pp. 3-16.

### **Week 2. September 17.**

An overview of Latin American political history: Continuity and change: The 'path dependence' thesis.

#### **Required readings**

- Close, David. Ch. 2: "Why History Matters," pp. 29-59, and Ch. 3: "Latin America's Historic Power Elite: Stability and Change," pp. 49-76.
- Skidmore, Thomas et al. Ch. 2: "The Colonial Foundations", pp. 16-44.

#### **Recommended readings**

- Bethell, Leslie (editor). 1998. *Latin America. Politics and Society Since 1930*. Cambridge.
- Burns, Bradford. 1990. *Latin America. A Concise Interpretive History*. Prentice Hall.
- Middlebrook, Kevin J. 2000. *Conservative Parties, the Right, and Democracy in Latin America*. Johns Hopkins.
- Vanden & Prevost. op.cit. Ch. 2: "Early History," & Ch. 2: "Democracy and Dictators: A Historical Overview from Independence to the Present Day," pp.18-41.

- Wiarda & Kline. op.cit. ch.2: "The Pattern of Historical Development," pp.17-32.

### **Week 3. September 24.**

Revisiting Modernization Theories on Latin American Development and Underdevelopment.

#### **Required readings**

- Randall, Vicky & Robin Theobald. 1998. Eds. 2<sup>nd</sup> edition. "Towards a Politics of Modernization and Development". In *Political Change and Underdevelopment*. Duke University Press. pp. 17-44. (n Avenue to Learn).
- Lipset, Seymour M. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," in *American Political Science Review* 53 (available online).
- Valenzuela, Samuel & Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics*, vol. 10, 4, July (available online).

#### **Recommended readings**

Allahar, Anton. *Sociology and the Periphery*.

- Hoogvelt, Ankie. *The Third World in Global Development*.
- Huntington, Samuel. *Understanding Political Development*.
- Palmer, Monte. *Political Development: Development and Challenges*.
- Tucker, Vincent. 1999. "The Myth of Development: A Critique of a Eurocentric Discourse," pp. 1-26, in Munck, Ronaldo & Denis O'Hearn, *Critical Development Theory*, Zed Books. (on reserve at the library).

#### **Note:**

- September 24: Outline of research paper is due in class. Electronic copy must also be delivered at [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)

### **Week 4. October 1.**

Revisiting the Dependency Approach to Development and Underdevelopment.

#### **Required readings**

- Frank, Andre Gunder. "The Development of Underdevelopment," pp.111-123, (available on Avenue to Learn, as well as Online access).
- Henfrey, Colin. 1981. "Dependency, Modes of Production, and the Class Analysis of Latin America," in *Latin American Perspectives* 8:17 (available online).
- Laclau, Ernesto. "Feudalism and Capitalism in Latin America," pp.166-190, (available on Avenue to Learn, as well as Online access).

**Recommended readings**

- Kay, Cristobal. 1989. *Latin American Theories of Development and Underdevelopment*. Routledge.
- Larrain, Jorge. *Theories of Development*.
- Munck, Ronaldo & Denis O’Hearn. *Critical Development Theory*.
- Packenham, Robert. *The Dependency Movement. Scholarship and Politics in Development Studies*.

**Week 5: 8-14 October Mid-term recess. No class**

**Note:**

- 15 October. Summary and literature review of research paper due in class. Electronic copy must also be delivered at [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)

**Week 6. October 15.**

Latin American economies and political strategies: From outward oriented growth to import substitution industrialization.

**Required readings**

- Close, David. Ch. 9: “Political Economy and Economic Policy in Latin America,” pp.267-302.
- Skidmore, Thomas et al, ch. 12: “Strategies for Economic Development,” pp.343-369.

**Recommended readings**

- Kingstone, Peter. 2006. “Neoliberal economic reforms,” in *Readings in Latin American Politics. Challenges to Democratization*. Houghton Mifflin.
- Vanden, Harry E. & Gary Prevost, op.cit. ch. 7: “The Political Economy of Latin America,” pp. 154-187.

**Week 7. October 22.**

A class analysis of Latin American Politics.

**Required readings**

- Close, David, ch. 3: “Latin America’s Political Elites,” pp. 61-94.
- Munck, Ronaldo. “Class and Politics,” in Munck & O’Hearn. op.cit. (on Avenue to Learn).
- Chilcote, Ronald. 1990. “Post-Marxism: The Retreat from Class in Latin America,” in *Latin American Perspectives*, Issue 65, Vol. 17, Spring, pp. 3-24 (available online).

**Recommended readings**

- Chalmers, Douglas, Carlos Vilas, Katherine Roberts Hite, Scott Martin, Kerianne Piester & Monique Segarra. Eds. 1997. *The New Politics of Inequality in Latin America*. Oxford.

- Portes, Alejandro & K. Hoffman. 2003. "Latin American Class Structures: Their Composition and Change during the Neoliberal Era," pp. 9-40, in *Latin American Research Review*, volume 38, Number 1 (available online).
- Vanden, Harry & Gary Prevost, op.cit., ch. 5: "Society, Family, and Gender," pp. 107-134.

**Note:**

- October 22. Mid-term Take-Home Examination. Hard copy of exam is due Tuesday 23 October by 15:00 pm at instructor's office (KTH 542) Electronic copy must be emailed to [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca) at the same time.

**Week 8: October 29.**

Legitimacy crisis and political stalemate in Latin America.

**Required readings**

- Boggs, Carl. 1976. "Ideological Hegemony and Class Struggle," pp. 36-84, in his *Gramsci's Marxism*. Pluto Press (on Avenue to Learn).
- Burgos, Raul. 2002 (January). "The Gramscian Intervention in the Theoretical and Political Production of the Latin American Left," in *Latin American Perspectives*, Issue 122, Vol. 29 No 1, pp. 9-37 (available online).

**Recommended readings**

- Gramsci, Antonio, *Prison Notebooks*.
- Morera, Esteve. 1990. "History and Politics," pp. 133-183, in his *Gramsci's Historicism*. Routledge.
- Vanden, Harry & Gary Prevost, op.cit. ch. 8: "Democracy and Authoritarianism: Latin American Political Culture," pp. 188-209.

**Week 9. November 5.**

The Military Answer to the Legitimacy Crisis.

**Required readings**

- Close, David, ch. 7: "Unconstitutional political change: coups, insurgencies, and revolutions as contentious politics," pp. 197-230.
- Skidmore et al, ch. 6: "The Andes: Soldiers, Oligarchs, and Indians," pp. 142-183, and ch. 13: "Dynamics of Political Transformation," pp. 370-395.

**Recommended readings**

- Collier, David. "Overview of the Bureaucratic-Authoritarian Model."
- Fitch, J. Samuel. "The Military and Politics in Latin America. Institutional Development, Professionalism, and Political Context."
- Stepan, Alfred. "The New Professionalism of Internal Warfare and Military Role Expansion."
- Vanden, Harry & Gary Prevost, op.cit. ch. 9: "Politics, Power, Institutions, and Actors," pp. 210-245.

- McSherry, K. Patrice. *Predatory States. Operation Condor and Covert War in Latin America.*
- Payne, Leigh A. *Uncivil Movements. The Armed Right Wing and Democracy in Latin America.*

## **Week 10. November 12.**

Democratization and Politics in Latin America.

### **Required readings**

- Close, David, ch. 5: "Political institutions and the machinery of government," pp. 129-160; ch. 6: "Parties, elections, and movements," pp. 161-196; and ch. 8: "Democracy and Democratization," pp. 231-266.
- Skidmore et al, ch. 3: "Mexico: The Taming of a Revolution," pp. 47-78; and ch. 7: "Colombia: Civility and Violence," pp. 184-211.

### **Recommended readings**

- Diamond, Larry, Juan Linz, and Seymour Martin Lipset. *Democracy in Developing Countries. Latin America.*
- Smith, Peter. *Democracy in Latin America.* Chapter 10: "Freedoms, Rights, and Illiberal Democracy."
- Vanden, Harry & Gary Prevost, op.cit. ch. 10: "Struggling for Change: Revolution, Social and Political Movements in Latin America," pp. 254-285.
- Wiarda & Kline. op.cit ch. 4: "Government Machinery, the Role of the State, and Public Policy, pp. 59-82, and ch. 5: "The Struggle for Democracy in Latin America," pp.83-98.

### **NOTE:**

- November 12: Research paper final version due in class, along with all preliminary work. Email electronic copy (Word format) to [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca) at the same time.

## **Week 11. November 19.**

Latin America's New Charting Course: Away from or Closer to the United States.

### **Required readings**

- Close, David, ch. 10: "Latin American International Relations," pp. 303-338; and, ch. 11: "Latin America in Comparative Perspective," pp. 339-362.
- Skidmore et al, ch. 10: "Chile: Repression and Democracy," pp. 268-295; ch. 15: "Latin America in the World Arena, 1800s-1980s," pp. 431- 459; and ch. 16: "Latin America in the World Arena, 1990s-Present," pp. 460-486.

### Recommended readings

- Vander, Harry & Gary Prevost, op.cit. ch. 11: "U.S.-Latin American Relations," pp.286-314.
- Slater, David. 2010. "Rethinking the Imperial Difference: towards an understanding of
- US–Latin American encounters," in *Third World Quarterly*, Vol. 31, No. 2, pp. 185-206 (available online).
- Arceneaux, Craig L and David Pion-Berlin. 2007. "Issues, Threats, and Institutions: Explaining OAS Responses to Democratic Dilemmas in Latin America," in *Latin American Politics and Society*, volume 49, Number 2, Summer, pp. 1-31. (available online).
- Weeks, Gregory. *U.S. and Latin American Relations*.
- Wiarda, Howard & Harvey Kline. op.cit. Ch.: 26: "Latin America and the Future".

### Note:

- November 26. End-of-term examination. Hard copy of exam is due Tuesday 27 November by 15:00 pm at instructor's office (KTH 542). Electronic copy must be e-mailed to [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca)

### Week 12. November 26.

Argentina & Brazil. The enigma of economic and political development. The onset of the hegemonic/ organic crisis and the emergence of the bureaucratic-authoritarian state.

### Required readings

- Skidmore et al. ch. 9: "Argentina: Progress, Stalemate, Discord," pp. 236-267; Ch. 11: "Brazil: The Awakening Giant," pp. 296-342.

### Recommended readings

- Ondetti, G. "Repression, Opportunity, and Protest: Explaining the Take-Off of Brazil's Landless Movement". (available online)
- Reiter, Bernd. 2011. "What's New in Brazil's "New Social Movements"? *Latin American Perspectives* 2011 38: 153. Access online at <http://lap.sagepub.com/content/38/1/153>
- Schonleiter, G. "Between Liberal and Participatory Democracy: Tensions and Dilemmas of Leftist Politics in Brazil". (available online)
- Ieda Siqueira Wiarda. 2013. Ch. 7: "Brazil: A Unique Country," in Wiarda & Kline op.cit.
- Reiter, Bernd and Paula Lezama. "[The Importance of Inclusion Policies for the Promotion of Development in Brazil and Colombia](#)".

## Week 13. December 3.

Cuba & Venezuela. Revolution & Survival. Course wrap-up.

### Required readings

- Skidmore et al, ch. 5: “Cuba: Key Colony, Socialist State,” pp. 112-141; ch. 8: “Venezuela: The Perils of Prosperity,” pp. 212-235.

### Recommended readings

- Perez-Stable, Marifeli. “Revolution, Rectification, and Contemporary Socialism,” and, “The invisible crisis: Stability and change in 1990s Cuba” (on reserve).
- Prevost, Gary. Ch. 19: “Cuba,” in Vanden & Prevost, op.cit. pp. 515-537.
- Juan M. del Aguila. 2013. Ch. 17: “Cuba: Revolution in the Balance?” in Wiarda & Kline. op.cit.
- Dominguez, Jorge. “The political impact on Cuba of the reform and collapse of Communist regimes” (on reserve).
- Petras, James. “The responsibility of intellectuals: Cuba, the U.S. and Human Rights” (at [post.queensu.ca/~phil307/responsibility\\_of\\_intellectuals.html](http://post.queensu.ca/~phil307/responsibility_of_intellectuals.html)).
- Hawkins, Kirk & David Hansen. “Dependent civil society; The Círculos Bolivarianos in Venezuela” (on reserve).
- Levine, Daniel H. & Brian Crisp. “Venezuela: the character, crisis, and possible future of democracy” (on reserve).
- Hellinger, Daniel. Ch. 17: “Venezuela,” in Vanden & Prevost, op. cit. pp. 459-479.
- David J. Myers. 2013. Ch.: 11: “The Legacy of Charisma: Venezuelan Politics after Hugo Chavez,” in Wiarda & Kline. op.cit.

## Course Policies

### Submission of Assignments

#### Research paper (30%)

This assignment is worth 30 percent of the course grade. The essay should examine and critique the problem at hand by using supplementary, primary and/or secondary, reading materials relevant to the argument; **it must not be based solely on the required readings, or newspapers, or online sources**. It has three components, all of which will be reflected in the grade assigned to it. First, students must submit a written outline (double-spaced, 3-4 pages long) that includes the research question, problem statement, thesis, hypothesis or argument by Monday September 24, 2018 for the instructor’s approval. Next, on Monday October 29, 2018 students must submit a written summary (double-spaced, 6-8 pages long) of their main arguments, including a literature review, along with the original outline. Finally, students must submit the fully edited version of the research paper, including all preliminary work, and electronic copy, at the beginning of our regularly scheduled meeting on Monday November 12, 2018. Essays may be submitted early. The recommended length of this paper is between 15-20 pages, excluding Title page and Bibliography. Follow the APA or the Chicago Manual of Style guidelines for the writing of academic papers. All written submissions,

including the final paper, must be typed, all pages numbered, lines double-spaced; and wide margins left for comments. Standard use of bibliographical references is a must. Academic offences (plagiarism) will be penalized in accordance with the regulations set by the University Senate; all written submissions must include the statement on plagiarism indicated above.

This assignment gives students the choice of pursuing their research by selecting from either (a) or (b) questions:

Question a: Choose any of the topics listed below and write an academic paper using a combination of recent (less than five-year old) single-author books and academic journal articles:

- Gender politics and democratization in Latin America
- Indigenous struggles and 'new' democracies in Latin America
- Electoral reforms and democratization in Latin America
- Judicial reforms, rising criminality, and democratization in Latin America
- Police and security sector reforms and democratization in Latin America
- Social security reforms and democratization in Latin America
- Religion, social justice, and democratization in Latin America
- Regional economic and political integration and democratization in Latin America
- The impact of globalization processes on Latin American democratization
- Corruption politics and democratization in Latin America
- Latin American literature and political democratization in Latin America
- Politics and educational reform in Latin America
- Reform, revolution, or continuity in Latin America

Question b: Choose a Latin American country and assess the viability of its democratic politics by discussing: (1) the country's recent history of political instability and hegemonic vacuum, (2) the growing economic and social equality/inequality fostered by neoliberal and economic globalization processes, (3) the rising levels of criminal violence, and (4) the role that the United States plays in the chosen country's domestic politics.

In answering the question of democratic viability, be certain to discuss the roles played by main social actors and forces in the political processes under scrutiny. What types of ideologies do those social actors/forces adhere to? Are they organized into political parties? What are the political programs of these parties? How are the social forces aligned within the larger political spectrum? Which are the main antagonistic social forces? What are the root causes of that antagonism? Which interests do those social forces represent? Is there a moderating social actor mediating a political compromise between the forces in dispute? Do the military and the church play any role in the resolution of the crisis, or, do they contribute to make it even more acute? Are popular

sectors involved in the political conflict, or, are they just bystanders? How inclusive/exclusive is the country's polity? Do the politics and society fit your understanding of democracy and democratization? Why? Why not? How significant are external actors in delaying/facilitating the consolidation of democracy? Does globalization play any role in the democratization of political processes? In the conclusion, elaborate on the country's democratic prospects.

Students do not need to address each and every one of the above questions, nor do they need to organize the paper in sections reflecting each of those questions; rather, the issues raised by those questions must be embedded, discussed, argued, and assessed throughout the entire paper in a logical and coherent fashion. In other words, have an argument or hypothesis, and develop it in a systematic, fluid, and critical manner. Obviously, students need first and foremost clarify the meaning they will give to some of the key concepts used in the paper; i.e. democracy, democratization, democratic consolidation, hegemony, hegemonic crisis, neoliberalism, globalization, foreign intervention, etc.

**Instructor's expectations** for this assignment are as follows: (1) relevancy of the research question(s); (b) appropriateness of methodology; (3) exhaustiveness of the literature review; (4) linking of the discussion/argument to the literature review; (5) conclusion appropriately addresses research question(s); (6) essay reflects adherence to university-level academic standards, and (7) appropriate style and format (APA preferred).

### **Examinations**

All required readings and class discussions must be used in answering the questions posed. No aids are allowed, except for required readings and class notes (including those posted in Avenue to Learn). The second take-home examination is cumulative. Each examination has 3 sections. Section I asks for identification, explanation of the meaning, and discussion of the significance of concepts and notions (think of it as a short essay). Section II is a compulsory essay question. Section III is a choice between two essay questions. Section I and III are worth 30 percent each while section II counts for 40 percent, for a total of 100 percent of the examination which is, in turn, worth 30 percent of the course grade.

### **Class Participation**

As a fourth-year seminar, active class participation is expected through regular attendance (one missing class allowed without penalty) and dynamic engagement in class discussions. Students are encouraged to circulate their views with classmates and the instructor by using Avenue to Learn. Class participation is worth 10 percent of the course final grade and entirely at the instructor's discretion.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## **Late Assignments**

### **Penalties for late papers**

Late paper submissions will be penalized by deducting a letter grade for each working day of delay, up to a maximum of one week. After one week, the instructor may refuse to accept the assignment unless proper medical certification stating a prolonged inability to fulfill academic responsibilities is provided. A doctor's note will be verified for authenticity. Marks for assignments accepted by the instructor after one week from the due date will be subject to a deduction of one letter grade for each week of lateness. Students must talk to the instructor with due anticipation if they believe they will need a legitimate extension. The instructor assumes no responsibility for assignments left under his office door, faxed, or texted.

### **Penalties for late or missed examinations**

No make-up examination will be provided by the instructor, except for medical reasons; a doctor's note will be verified for veracity. Format for this examination is explained below.

## **Absences, Missed Work, Illness. McMaster Student Absence Form (MSAF)**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". This is an online, self-reporting tool for students to report absences that last up to three (3) days, and to request accommodation for any missed academic work that is worth less than 25 percent of the course final grade. This tool cannot be used during any final examination period. It is the prerogative of the instructor to determine the appropriate relief for missed term work. Students may submit a maximum of one request per term. The form should be filled out immediately when the student is about to return to class after an absence. It is the student's responsibility to follow up with the instructor immediately (within two working days) about the nature of

the accommodation. Students who have been absent for more than three (3) days, have missed academic work worth 25 percent, or more, or exceed one request per term must see their Faculty Academic Advisor. Students will be required to provide supporting documentation.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.

3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Religious Accommodations**

Students who require academic accommodation due to religious reasons, indigenous, and spiritual observances need to familiarize themselves with the University Policy on Academic Accommodation for Religious, Indigenous, and Spiritual Observances and discuss it as well with the instructor.