

POLITICS IN LATIN AMERICA **FALL 2022**

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Class: Wednesday 11:30 am–14:20 pm
Room: HH 305

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Course Description

This fourth-year seminar critically examines some of the main theoretical and practical explanations of politics and society in Latin America. It begins with a 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 conceptual approaches used to 'explain' the continent's struggles to fully develop in the economic, social, political, and cultural realms. A class analysis methodology is introduced to properly understand societal divisions and political conflict; the nature, scope, and influence of competitive social groups' struggle for political power; the changing correlations of social and political forces, and persistent hegemonic crises which often translate into illegal military intervention, and its corollary of delaying democratic development. Ideologies such as liberalism, corporatism, socialism, Marxism, democracy, and populism, which produce different socio-political models, are discussed at length. 'Institutional military regimes', and 'new' patterns of civil-military relations during the democratic transition, are evaluated as well. The 'new' State in the post-dictatorial and democratic transition phase and its role in pursuing neoliberal economic policies; the quality of democracy and democratization; the new forms of social mobilization, and electoral successes of left / right-wing political forces that challenge the conventional wisdom of globalization are discussed by focusing on a critical examination of politics and society in the case-studies of Argentina, Brazil, Chile, Mexico, Cuba, and Venezuela.

Course Objectives

It is expected that at the conclusion of the course students will be able to differentiate between perception and reality, rhetorical discourses and evidentiary facts, and conventional wisdom from scientific rationality regarding some commonplace views, especially in North America, about Latin America's politics and society. In other words, the course aims to develop students' 'good sense' as opposed to unscientific 'common sense'.

Required Materials and Texts

The following required textbooks are available at the University Bookstore:

1. Close, David (2017) *Latin America. An Introduction*. Second edition. University of Toronto Press.
2. Smith, Peter and James Green (2018) *Modern Latin America*. Ninth edition. Oxford University Press.

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

- 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 (Four comprehensive issues per year in English, Spanish, French, and Portuguese. Good for up-to-date statistical data information).

The following 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.
- Fukuyama, Francis (editor). 2008. *Falling Behind. Explaining the Development Gap Between Latin America and the United States*. Oxford University Press.
- McNulty, Stephanie. 2019. *Democracy From Above? The Unfulfilled Promise of Nationally Mandated Participatory Reforms*.
- Munck, Ronaldo. 2020. *Social Movements in Latin America. Mapping the Mosaic*. Montreal and Kingston: McGill-Queen's University Press.
- Pion-Berlin, David & Rafael Martinez. 2017. *Soldiers, Politicians, and Civilians. Reforming Civil-Military Relations in Democratic Latin America*. Cambridge University Press.
- Vanden, Harry E. & Gary Prevost. Eds. 5th edition. 2015, *Politics of Latin America: The Power Game*. New York: Oxford University Press.
- Wiarda, Howard J. & Harvey F. Kline. 2013. Eds. 8th 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](#); the [Organization of American States](#); [Latin American Working Group Education Fund](#); The [Economic Commission for Latin America/ECLAC](#); [Americas Updater](#), and [InSight Crime](#) (online weekly website about crime and corruption in Latin America).

Class Format

This is a seminar course, and students' participation is encouraged through the raising of questions and commenting on weekly required readings. The first 5-10 minutes of every class will be dedicated to an open conversation on contemporary events. Lectures will be given by the instructor as required.

Course Evaluation – Overview

1. Outline of research paper, worth 10 % of the course grade, due Wednesday September 21, 2022.
2. A mid-term take-home examination, worth 25 percent of the course grade, Wednesday 19-Thursday 20 October, 2022.
3. A research paper, worth 25 percent of the course grade, due Wednesday, November 9, 2022.
4. An end-of-term take-home examination, worth 30 percent of the course grade, Wednesday November 30- December 1, 2022.
5. Class participation worth 10 percent of the course grade.

Course Evaluation – Details

1. Research Paper Proposal/Outline (10%).

Students must submit an Outline (using Word format, double-spaced, 3-4 pages long) of the proposed research. This outline must include the research question, problem statement, thesis, or hypothesis, and the main argument, along with a preliminary bibliography. Outline due Wednesday, September 21, 2022, by 11:59 pm. Penalties will apply for late submission.

2. Mid-term examination (25 %), due Thursday October 20, 2022.

This take-home exam will be delivered via Avenue to Learn on Wednesday, October 19, 2022, at Noon Time and an electronic copy with the answers must be returned to the instructor by 11:59 pm. on Thursday, October 20, 2022. 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 brief 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, lectures, and class discussions must be used in answering the corresponding questions. The electronic copy (in Word format attachment) must be emailed directly to gallegui@mcmaster.ca

3. Research paper (25%), due Wednesday November 9, 2022.

This assignment must be delivered by midnight (11:59 pm) Wednesday, November 9, 2022. An electronic copy (in Word format attachment) must be emailed to the instructor at gallegui@mcmaster.ca. Format, content, and expectations for this assignment are explained below. Penalties will apply for late submission.

4. End-of-term examination (30%), due Thursday December 1, 2022.

This take-home examination will be delivered via Avenue to Learn exam on Wednesday, November 30, 2022, at Noon Time. and an electronic copy with the answers must be returned to the instructor by 11:59 pm. on Thursday, December 1, 2022. 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 brief 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, lectures, and class discussions must be used in answering the corresponding questions. The electronic copy (in Word format attachment) must be emailed directly to gallegui@mcmaster.ca. This exam is cumulative.

5. Class Participation (10 %) throughout the term.

Marking for this assignment is at the instructor's discretion. Student participation includes attendance (only one absence will not count for this assignment) and active engagement in class discussions. No alternative assignments will be allowed for missing classes or failing to participate in class discussions.

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 the course, additional and complementary perspectives are presented and discussed in greater depth by the instructor in class. Questions pertaining to the readings are welcome. Assignments, i.e., the research paper, examinations, and class participation must reflect familiarity with readings, lectures, and class discussions. Relevant films may be shown.

Week 1. September 7.

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. (On Reserve. Library)

Skidmore et al, 2014. Ch. 1: "Why Latin America?" in *Modern Latin America*, pp. 3-15.

Recommended readings:

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. 8th edition. *Latin American Politics and Development*. Ch.1: "The Context of Latin American Politics," pp. 3-16.

Week 2. September 14.

Latin American political history overview: 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. (On Reserve. Library)

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 21.

Modernization Theories on Latin American Development and Underdevelopment. Assessing strengths, weaknesses, and stubbornness.

Required readings:

- Randall, Vicky & Robin Theobald. 1998. Eds. 2nd edition. "Towards a Politics of Modernization and Development". In *Political Change and Underdevelopment*. Duke University Press. pp. 17-44. (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.

Note: September 21: Outline of research paper is due by 11:59 pm. Electronic copy (Word format) delivered at gallequi@mcmaster.ca. Include statement on plagiarism.

Week 4. September 28.

Dependency Approach to Development and Underdevelopment. Strengths, weaknesses, and stubbornness.

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. October 5.

Latin American economies and political strategies: From outward oriented growth to import substitution industrialization and back to globalization and neo-liberal models.

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 6 (October 9-16) Mid-term recess. No class held this week

Week 7. October 19.

Class divisions, class struggles, and class conflict. A class analysis model 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. (Avenue to Learn).

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).

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 UP.

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).
Vanden, Harry & Gary Prevost, op.cit., ch. 5: "Society, Family, and Gender," pp. 107-134.

NOTE: Mid-term take-home posted in Avenue to Learn. Due tomorrow by 11:59 pm. Include statement on plagiarism. Email to gallegui@mcmaster.ca.

Week 8. October 26

Legitimacy, hegemonic, and political crises, and responses to 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 (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 2.

Military Answers to Latin American political crises. Civil-military relations in the post-bureaucratic-authoritarian regimes.

Required readings:

Close, David, ch. 7: "Unconstitutional political change: coups, insurgencies, and revolutions as contentious politics," pp. 197-230. (On Reserve. Library)
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."
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*.
Pion-Berlin, David & Rafael Martinez (2017). *Soldiers, Politicians, and Civilians: Reforming Civil-Military Relations in Democratic Latin America*.

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.

Week 10. November 9.

Democratization and Politics in Latin America: Transition, Consolidation, and Quality of Democracy.

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. (On Reserve. Library)

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 9: Research paper final version due by midnight (11:59 pm). Attached all preliminary work reviewed by instructor. Email electronic copy (Word format) to gallequi@mcmaster.ca. Include statement on plagiarism as well.

Week 11. November 16.

Argentina's "stop-go malaise, or the making of underdevelopment.

Required readings:

Skidmore et al. ch. 9: "Argentina: Progress, Stalemate, Discord," pp. 236-267

Recommended readings:

Corradi, Juan. 1985. Selections from *The Fitful Republic: Economy, Society and Politics in Argentina*. Ch. 4: "The Old Order and the New;" Ch. 5: "Populist Reform;" and Ch. 6 "Political Seesawing".

Vacs, Aldo. "Argentina," ch. 13 in Vanden & Prevost, op.cit. pp. 343-379.

Arce, Moises and Jorge Mangonnet. "Competitiveness, Partisanship, and Subnational Protest in Argentina". Access online at: <http://cps.sagepub.com/content/46/8/895>

Garay, Candelaria. "Social Policy and Collective Action: Unemployed Workers, Community Associations and Protest in Argentina". Access online at:
<http://pas.sagepub.com/cgi/content/abstract/35/2/301>

Etchemendy, Sebastian & Ruth Berins Collier. "Down but not out: Union Resurgence and Segmented Neocorporatism in Argentina (2003-2007)". Access online at:
<http://pas.sagepub.com/cgi/content/abstract/35/3/363>

Boron, Atilio. 2000. Ch. 5: "Ruling Without a Party: Argentina Dominant Classes in the Twentieth Century," in Kevin Middlebrook: *Conservative Parties, the Right, and Democracy in Latin America*, Baltimore: Johns Hopkins.

Linda Chen, 2013. Ch. 6: "Argentina in the Twentieth-first Century," in Wiarda & Kline textbook.

Week 12. November 23.

Brazil. The enigma of economic and political development. From 'classical liberalism to the emergence of populism, the bureaucratic-authoritarian state, and today's illiberal democracy.

Required readings:

Skidmore et al. 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 & Paula Lezama. "The Importance of Inclusion Policies for the Promotion of Development in Brazil and Colombia".

Week 13. November 30.

Mexico: From Revolution to Reform to Illiberal Democracy.

Required readings:

Skidmore et al, ch. 3: "Mexico: The Taming of a Revolution," pp. 47-78.

Mercille, Julien. 2011. "Violent Narco-Cartels or US Hegemony? The political economy of the 'war on drugs' in Mexico," in *Third World Quarterly*, Vol. 32, No 9, pp. 1637-1653 (available online).

Morton, Adam D. 2012. "The War on Drugs in Mexico: a failed state?" in *Third World Quarterly*, Vol. 33, No 9, pp.1631-1645 (available online).

Recommended readings:

Hamilton, Nora. Ch. 12: "Mexico," in Vanden & Prevost, op.cit. pp. 315-341.

Camp, Roderic Ai. "Expanding participation: The electoral process", and "Who governs? The structure of decision making".

Fox, Jonathan. "The difficult transition from clientelism to citizenship: Lessons from Mexico".

Judith Gentleman. 2013. Ch. 16: "Mexico: Democratization, Development, and Internal War," in Wiarda & Kline. op.cit.

NOTE: End-of-term take-home examination delivered today; due tomorrow by 11:59 pm. Include statement on plagiarism. Email to gallegui@mcmaster.ca

Week 14. December 7.

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".

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".

Petras, James. "The responsibility of intellectuals: Cuba, the U.S. and Human Rights" (at post.queensu.ca/~phil307/responsibility_of_intellectuals.html).

Hawkins, Kirk & David Hansen. "Dependent civil society; The Círculos Bolivarianos in Venezuela".

Levine, Daniel H. & Brian Crisp. "Venezuela: the character, crisis, and possible future of democracy".

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 (25%)

This assignment is worth 25 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 two components, both of which will be reflected in the grade assigned to it. First, students must submit an Outline (Word format, double-spaced, 3-4 pages long) that includes the research question, problem statement, thesis, hypothesis or argument by Wednesday, September 21, 2022 for the instructor's approval. Outline must be submitted electronically to gallegui@mcmaster.ca. Next, the fully edited version of the research paper, including all preliminary work, must be submitted electronically to gallegui@mcmaster.ca on Wednesday November 9, 2022. 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, i.e., outline and final version of paper, must include a statement that no plagiarism has been committed in the preparation and delivery of the corresponding assignment.

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

Question a: Choose any of the topics listed below and write an academic paper using a combination of recent (less than five-year old) 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 their democratic transition/consolidation 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 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 political programs do these parties offer? 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 prospect by placing it against the definition of democracy and viability you have developed through your research.

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 critiqued 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, viability, etc. Ensure as well that some of the topics discussed in class are pertinent to your specific research (modernization, dependency, hegemony, hegemonic crisis, military intervention, etc.)

Instructor's expectations for this assignment are as follows: (1) relevancy of the research question(s); (b) appropriateness of methodology; (3) depth 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).

Take-home Examinations

All required readings and class discussions must be used in answering the questions posed. Improper collaboration will be penalized in accordance with the University

Academic Integrity Policy document. 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. The second take-home examination is cumulative.

Class Participation

As a fourth-year seminar, active class participation is expected through regular attendance via Zoom and dynamic engagement in class discussions. Only one absence will not be considered in the grading of this assignment. Students are encouraged to circulate their views with classmates and the instructor by using Avenue to Learn.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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

Late paper submissions will be penalized by deducting a sub-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 or exceptional circumstances. A doctor's note will be verified for authenticity. Late submissions will be penalized with a sub-letter grade deduction for each day of delay, up to a maximum of one week.

Absences, Missed Work, Illness.

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".

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, usernames 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 or UTS (University Technological Services).

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information, please refer to the [Turnitin.com Policy](#).

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, **including lecture** by University Instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour 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 behaviour can result in serious consequences, i.e. 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

- Plagiarism, i.e. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that

adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platform (i.e. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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 their 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 their McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (i.e. severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email.