



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 473 Lecture 01: States and Regimes in Latin America
Winter 2021**

Dr. Pablo Policzer

policzer@ucalgary.ca | 403-220-5923

Run as a hybrid course online.

Asynchronous lectures and discussion on D2L, with one optional synchronous discussion each Friday during scheduled class time, from 10:00am-10:50am (except for last class on Wednesday April 14 at 10:00am)

Office hours (via Zoom): Friday 11:00am-12:00pm
(except for February 12 and March 12)

Prerequisite(s): POLI 359

DESCRIPTION AND OBJECTIVES

This course draws on two fundamental concepts in political science—states and regimes—to make sense of two significant problems in Latin American politics:

The first is the struggle to build democratic societies, and to overcome the legacies of colonialism, exclusion, and authoritarianism. Democracy has historically had a precarious hold in the region, yet in recent decades the bulk of the continent has become at least formally democratic. How strongly rooted is democracy in Latin America? Is there a single model of democracy or is democracy different from country to country? To what extent have democratic regimes overcome legacies of authoritarianism and exclusion? Is democracy backsliding in the region, after decades of democratic advances?

The second problem is insecurity, in the form of political and criminal violence. Although inter-state wars have been rare, intra-state violence has been all-too common. What are the historical roots and contemporary dimensions of violence? Why has it been so pervasive, and can it be overcome?

We will address these questions from a comparative perspective by exploring different sets of literatures, including on military rule and democracy in Chile, on the civil war in Colombia, on the problems of criminal violence throughout the continent, and on the struggle to create more inclusive democracies.

By the end of this course, you certainly won't know everything there is to know about Latin American politics. (No one does.) Instead, if you do your part through careful study, you will emerge with something simpler but also more powerful: a better understanding of some of

the region's fundamental political challenges, along with a comparative framework for making sense of them.

Required readings are available as links in this syllabus, for download from D2L, either directly from the course site or as external links to other sites. The Diving deeper readings will be helpful for more in-depth research in the specific area. Other readings beyond the syllabus may be Diving deeper as appropriate.

COURSE REQUIREMENTS AND PROCEDURES

This course presumes some background in political science, and some familiarity with Latin America. In addition, you would be well advised to keep track of current events in Latin America in the national and international press. Reading knowledge of Spanish is an asset, though not required.

We will use D2L, where I will post lectures at the start of each unit, along with messages and grades, and other relevant course materials (such as readings and quizzes).

You will be required to complete:

Eight online quizzes on the course material, a research paper, and participation in class discussion (either asynchronously online and/or through the optional synchronous class on Fridays). The quizzes will contain brief identification and multiple-choice questions and will be posted online via D2L after the end of each unit (from 1-8).

For the research paper, you may work on a topic of your own choosing, but which meets the following conditions:

- It must be clearly connected to the themes of the course. This is *not* your chance to write on a topic you've always wanted to write about, but which has no connection to the course. It *is* your chance to explore the themes of the course in greater depth. The Diving deeper readings are a good place to start.
- Because this is a course in comparative politics, the project must also be comparative in some way: by focusing on more than one case. I will explain this in greater detail in class.
- It must be clearly analytical—in the sense of explaining or making better sense of a problem—rather than descriptive. Again, I will explain this in class.

The research paper should be between 4,000-5,000 words in length, submitted as a Word file or PDF, through D2L.

You are required to submit a proposal of the research project (roughly 600-1,000 words) by February 12. The proposal should clearly state the main *question* you will focus on, the *argument* you will formulate, and how you plan to do what you propose. I will post further details online.

Finally, a participation mark will be assessed through the asynchronous discussion forum in D2L and the optional synchronous class, based on the *quantity and quality* of your contributions to discussions. A person who makes a small number of intelligent comments will receive a higher grade than one who makes more frequent but less intelligent remarks. At the same time, a person who makes intelligent contributions with higher frequency will

receive a higher mark than one who participates less frequently. You are **required** to participate asynchronously online via D2L, at the very least. The synchronous Friday meeting is **optional** but presents another opportunity to take part in class discussion and to make better sense of the material.

Your final grade will be distributed as follows:

Eight quizzes (@5% each)	40%
Research paper (due April 14)	45% (including proposal 5%)
Participation	15%

The lectures, discussions, and readings are connected but distinct streams. The lectures comment on the readings but will not necessarily follow them precisely: listening to the lectures is *not* a substitute for doing the readings. All course material—including lectures and readings—are fair game for the quizzes. If you listen to the lectures, do the assigned readings carefully, understand the main ideas, and can comment on them critically in the research paper, in the quizzes, and in discussion, you will be well on your way to success in the course.

I will be available for consultation by email, during office hours, or by appointment. Office hours held every Friday after class, except for February 12 and March 12. Instead of office hours on those days, students are invited to join that day's Rethinking Latin American Studies from the South (RLASS) seminar: <https://live-ucalgary.ucalgary.ca/rethinking-latin-american-studies/events>

GRADING CRITERIA

A- (80-84%) → A (85-89%) → A+ (90% +)

Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. Work at this level is clearly written, with no spelling or grammar faults.

B- (70-73%) → B (74-76%) → B+ (77-79%)

Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. Work at this level is generally clearly written, containing at most a few, if any, spelling or grammar faults.

D (50-54%) → D+ (55-59%) → C- (60-62%) → C (63-66%) → C+ (67-69%)

Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour. Work at this level is sometimes or often unclear and contains from some to many spelling and/or grammar problems.

F (0-49%)

Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature. Work at this level is usually poorly written, with numerous spelling and grammar problems.

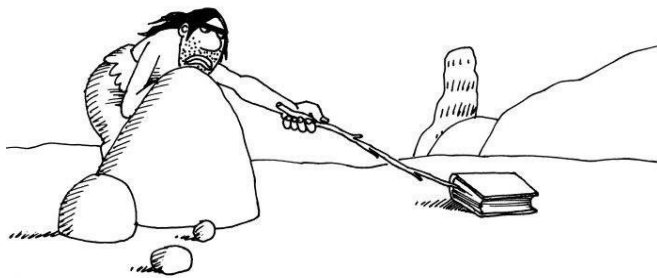
REQUIRED TECHNOLOGY

Computer with reliable Internet connection and capability to participate in optional Zoom meetings.

READING AND WRITING SKILLS¹

An academic discipline such as political science requires immersing yourself in and critically engaging a substantial body of work. That means quite a bit of reading and writing.

As you manage the reading for this course, you are likely to find that there is little correlation



between effort and outcome. It's possible to spend hours reading something without "getting it," and equally possible to spend very little time reading something else and getting quickly to the heart of it. Reading is not an ability that either comes naturally or does not—it's a skill that must be learned. *Figure out the heart of the argument before you read deeply.* When you know the article's centre of gravity, you read more efficiently. *Read actively.* Be skeptical, approach the text with questions, and try

to answer these for yourself as you make your way through it. The more actively you read, the more you will retain, and the easier it will be to write about it.

You should also keep in mind that it's not only *what* you write that matters in how you will be evaluated, but also *how* you write it. Crisp, clear, effective writing counts. That includes such things as grammar, punctuation, sentence structure, clarity, citation, and organization. As George Orwell noted, "the slovenliness of our language makes it easier for us to have foolish thoughts."² The advice in these articles should help you avoid slovenly writing, at least:

- William Zinsser, "Writing English as a Second Language": <https://theamericanscholar.org/writing-english-as-a-second-language/>
- Steven Pinker, "Why Academics Stink at Writing": <http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>
- And beyond Pinker's article, I would very strongly recommend his book *The Sense of Style*: <http://stevenpinker.com/publications/sense-style-thinking-persons-guide-writing-21st-century>

Further help with writing is available through Writing Support Services in the Student Success Centre: <http://www.ucalgary.ca/ssc/writing-support>.

¹ Adapted from K. Chandra and D. Woodruff, MIT.

² George Orwell, "Politics and the English Language" (1946): http://www.orwell.ru/library/essays/politics/english/e_polit/



<http://www.cartoonstock.com/>

CartoonStock.com

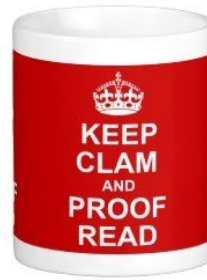


Image Copyright Unknown

COURSE SCHEDULE (subject to modification)

January 15 **Introduction and overview**

January 22 **1. The comparative method**

- ❑ Charles Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*, Chapter 3, "Case-Oriented Comparative Methods" (University of California Press, 2014), <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1698820>
- ❑ James Mahoney, "Qualitative Methodology and Comparative Politics," *Comparative Political Studies* 40:2 (February 2007), pp. 122-144; <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0010414006296345>

Diving deeper:

- ❑ Mill, John Stuart, *A System of Logic: Raciocinative and Inductive* (New York: Harper & Brothers Publishers, 1843/1874), Book VI, "The Logic of the Moral Sciences," available in <https://www.laits.utexas.edu/poltheory/mill/sol/>
- ❑ Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry* (Princeton, 1993), Chapters 1-4; <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&bquery=JN+%26quot%3bDesigning+Social+Inquiry%26quot%3b+AND+DT+19940101&type=1&site=ehost-live>

- David Collier, "The comparative method." In A. Finifter, ed., *Political science: The state of the discipline II*. Washington, DC: American Political Science Association (1993), pp. 105-119.

January 29

2. Basic concepts: state and regime

- Karl Marx, *The Communist Manifesto*, Chapter I "Bourgeois and Proletarians";
<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm#007>
- Max Weber, "Politics as a Vocation," in H.H. Gerth and C. Wright Mills, eds. *From Max Weber*, pp. 77-83, 117-128;
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=1111791>.
- Robert Dahl, *Polyarchy: Participation and Opposition* (Yale University Press, 1971), Chapters 1 and 3 (D2L).

Diving deeper:

- Philippe Schmitter and Terry Lynn Karl, "What Democracy is ... and Is Not," *Journal of Democracy* (Summer 1991)
<http://www.ned.org/docs/Philippe-C-Schmitter-and-Terry-Lynn-Karl-What-Democracy-is-and-Is-Not.pdf>
- Charles Tilly, "State Making and War Making as Organized Crime," in Peter Evans, Dietrich Rueschmeyer and Theda Skocpol, eds. *Bringing the State Back In* (Cambridge, 1986), pp. 169-191.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CB09780511628283.008>
- J.P. Nettl, "The State as a Conceptual Variable," *World Politics* 20:4 (July 1968), 559-592; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2009684>
- Guillermo O'Donnell, "Democracy, Law, and Comparative Politics," in *Studies in Comparative International Development* 36:1 (Spring 2001), pp. 7-36; <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/BF02687583>

February 5-12

3. Sates and regimes in Latin America

Regular class meeting on February 12 but no office hours

- Miguel Angel Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain* (Cambridge University Press, 2013); Ch. 1 Centeno and Ferraro, "Republics of the Possible: State Building in Latin America and Spain"; and Ch. 2 Safford "The Construction of National States in Latin America, 1820-1890", pp. 3-55; <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=1111791>

(Optional
RLASS seminar,
details TBC)

Proposals due
Feb. 12

com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=1113100

- Guillermo O'Donnell, "On the State, Democratization and Some Conceptual Problems: A Latin American View with Glances at Some Postcommunist Countries," *World Development* 21 (August 1993); <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/0305750X9390048E>
- Hillel Soifer, "Measuring State Capacity in Latin America," *Revista de Ciencia Política* 32:3 (2012), pp. 585-598; <https://www.redalyc.org/pdf/324/32425402004.pdf>

Diving deeper:

- Leslie Bethell, ed. *The Cambridge History of Latin America* (various volumes) <https://www.cambridge-org.ezproxy.lib.ucalgary.ca/core/series/cambridge-history-of-latin-america/91F3260941408B240FD337BD8C94C28C>
- Miguel Angel Centeno and Elaine Enriquez, "Legacies of Empire?" *Theory and Society*, Vol. 39, No. 3/4 (May 2010), pp. 343-360; <http://www.jstor.org/stable/40587539>
- Miguel Angel Centeno, "The Centre did not Hold: War in Latin America and the Monopolisation of Violence," in James Dunkerley, ed. *Studies in the Formation of the Nation-State in Latin America* (London: Institute of Latin American Studies), pp. 54-76.
- Miguel Ángel Centeno and Agustín E. Ferraro, eds. *State and Nation Making in Latin America and Spain* (Cambridge University Press, 2013); Ch. 19 Centeno and Ferrero, "Paper Leviathans: Historical Legacies and State Strength in Contemporary Latin America and Spain," pp. 399-416.

February 14-20 **Reading week** – no class

Feb 26

4. Democracy and dictatorship in Chile

- J. Samuel Valenzuela and Arturo Valenzuela, "Chile: The Development, Breakdown and Recovery of Democracy," in Jan Knipppers Black, ed. *Latin America: Its Problems and Its Promise: A Multidisciplinary Introduction* (Taylor & Francis, 2010), Ch. 26, pp. 488-516; <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=579007&ppg=6>
- Robert Barros, "Personalization and Institutional Constraints: Pinochet, the Military Junta, and the 1980 Constitution," *Latin American Politics and Society* 43:1 (2001);

<http://onlinelibrary.wiley.com/doi/10.1111/j.1548-2456.2001.tb00168.x/abstract>

- Carlos Huneeus, "Technocrats and Politicians in an Authoritarian Regime. The 'ODEPLAN Boys' and the 'Gremialists' in Pinochet's Chile," *Journal of Latin American Studies* 32:461-501 (2000); https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_wos000087574100006

Diving deeper:

- Miguel Angel Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain* (Cambridge University Press, 2013); Ch. 9 "Ideological Pragmatism and Nonpartisan Expertise in Nineteenth-Century Chile," pp. 183-202; <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=1113100>
- Film "Machuca"; <https://ucalgary.kanopy.com/video/machuca>
- Salvador Allende, "Chile: A Perilous Way to Socialism," in E. Aguilar, ed. *Marxism in Latin America* (Philadelphia: Temple University Press, 1978, revised edition), pp. 311-318 (D2L).
- Patricio Navia, "Pinochet: The Father of Contemporary Chile," *Latin American Research Review* 43:3 (2008); <https://www.jstor.org/stable/pdf/20488159.pdf>
- *ReVista: Harvard Review of Latin America*, "Chile: A Changing Country," Spring 2004, pp. 3-21, 25-61; <https://revista.drclas.harvard.edu/book/chile-changing-country-spring-2004>

March 5-12

Regular class meeting on March 12 but no office hours

(Optional RLASS seminar, details TBC)

5. The political economy of neoliberalism in Chile

- Clara Han, *Life in Debt: Times of Care and Violence in Neoliberal Chile* (University of California Press, 2012). "Introduction," pp. 10-29; <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=896312&ppg=10>
- J. Patrice McSherry, "Explaining the 2019 Social Rebellion in Chile," *New Politics* (December 9, 2019); <https://newpol.org/explaining-the-2019-social-rebellion-in-chile/>
- Noam Titelman, "Fire and Fury in the Chilean 'Oasis'", *NACLA* (October 31, 2019); <https://nacla.org/news/2019/10/30/fire-and-fury-chilean-oasis>
- Rossana Castiglioni and Cristóbal Rovira Kaltwasser, "Challenges to Political Representation in Contemporary Chile," *Journal of*

Politics in Latin America 8:3 (2016), pp. 3–24.
<https://doi.org/10.1177/1866802X1600800301>

- ❑ Bree Busk, “The Popular Assemblies at the Heart of Chile’s Uprising,” *Roar Magazine* (December 11, 2019); <https://roarmag.org/essays/the-popular-assemblies-at-the-heart-of-the-chilean-uprising/>

Diving deeper:

- ❑ France 24 English, “Inside Chile’s unprecedented protest movement”; <https://www.youtube.com/watch?v=c3o55qXPWTg> (warning, some strong images)
- ❑ Tomás Undurraga, “Neoliberalism in Argentina and Chile: common antecedents, divergent paths,” *Revista de Sociología y Política* 23:55 (2015), pp. 11-34
<http://www.scielo.br/pdf/rsocp/v23n55/0104-4478-rsocp-23-55-0011.pdf>
- ❑ “Neoliberal Nightmare: Readings on Chile’s Political and Economic Fossils,” *NACLA* (November 4, 2019); <https://nacla.org/news/2019/10/27/neoliberal-nightmare-readings-chile-political-and-economic-fossils>
- ❑ Dani Rodrik, “The inescapable trilemma of the world economy,” June 27, 2007; http://rodrik.typepad.com/dani_rodriks_weblog/2007/06/the-inescapable.html
- ❑ Eric Lonergan and Mark Blyth, *Angrynomics* (Columbia University Press, 2020); also <https://www.youtube.com/watch?v=LJH0LIKdC-A>

March 19-29

6. Democracy, inequality, and violence in Colombia

- ❑ Fernando López Alves, *State Formation and Democracy in Latin America, 1810-1900* (Duke University Press, 2000), Chapter 3, “A Weak Army and Restrictive Democracy: Colombia, 1810-1886,” pp. 96-139 (D2L).
- ❑ Ana María Bejarano and Eduardo Pizarro Leongómez, “From ‘Restricted’ to ‘Besieged’: The Changing Nature of the Limits to Democracy in Colombia” (Working Paper, 2002); <https://pdfs.semanticscholar.org/d3da/686353d613a952a9eb9f772b55eecf2c6c4b.pdf>
- ❑ Francisco Gutiérrez Sanín, “Politicians and Criminals: Two decades of Turbulence, 1978-1998,” *International Journal of Politics, Culture and Society* 14:1 (Fall 2000); <https://doi-org.ezproxy.lib.ucalgary.ca/10.1023/A:1007813129882>

- ❑ Catherine LeGrand, Luis van Isschot and Pilar Riaño Alcalá, "Land, justice, and memory: challenges for peace in Colombia," *Canadian Journal of Latin American and Caribbean Studies* 42:3 (2017); <https://www.tandfonline.com/doi/pdf/10.1080/08263663.2017.1378381?needAccess=true>
- ❑ Isabel Peñaranda and Julián Gómez-Delgado, "Colombia's New Awakening," *Jacobin* (December 8, 2019); <https://www.jacobinmag.com/2019/12/colombia-protests-paro-nacional-ivan-duque-farc>

Diving deeper:

- ❑ Eduardo Segura, "The Fight for Peace and Justice in Colombia," *Jacobin* (December 7, 2019); <https://www.jacobinmag.com/2019/12/colombia-peace-agreement-farc-arms-ivan-duque>
- ❑ Frank Safford and Marco Palacios, *Colombia: Fragmented Land, Divided Society* (NY: Oxford University Press, 2002), Chapter 14, "Political Violence in the Second Half of the Twentieth Century," pp. 345-70.
- ❑ Francisco Gutiérrez Sanín, "Clausewitz vindicated? Economics and politics in the Colombian civil war," in Kalyas, Shapiro, and Masoud, eds. *Order, Conflict and Violence* (Cambridge, 2008), pp. 219-241. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CB09780511755903.010>

April 2

7. Insecurity and violence

- ❑ Catalina Smulovitz, "Citizen Insecurity and Fear: Public and Private Responses in Argentina," in Hugo Frühling and Joseph S. Tulchin, eds. *Crime and Violence in Latin America: Citizen Security, Democracy, and the State* (Johns Hopkins University Press, 2003), pp. 125-152 (D2L); also <https://babel.hathitrust.org/cgi/pt?id=txu.059173011679376&view=1up&seq=13>
- ❑ Teresa Caldeira, *City of Walls: Crime, Segregation, and Citizenship in São Paulo* (University of California Press, 2000), Chapter 7 "Fortified Enclaves: Building up Walls and Creating a New Private Order," pp. 256-296 (D2L).
- ❑ James Holston, *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil* (Princeton, 2008), Chapter 8 "Dangerous Spaces of Citizenship," pp. 271-314 (D2L).
- ❑ Film: "Neighboring Sounds" (2012) <https://ucalgary.kanopy.com/video/neighboring-sounds>

Diving deeper:

- ❑ Diane Davis, "City, Nation, Network: Shifting Territorialities of Sovereignty and Urban Violence in Latin America," *Urban Planning* (2020), 5:3, pp. 206-216; <https://www.cogitatiopress.com/urbanplanning/article/view/3095/3095>
- ❑ Robert Muggah et al., "Making Cities Safer: Citizen Security Innovations from Latin America," *Igarapé Institute*, Strategic Paper 20 (June 2016), Chapters on Brazil, Chile, and Colombia; <https://igarape.org.br/wp-content/uploads/2016/07/AE-20-Making-Cities-Safer-Citizen-Security-Innovations-from-Latin-America-WEB-1.pdf>
- ❑ Enrique Desmond Arias, "The Dynamics of Criminal Governance: Networks and Social Order in Rio de Janeiro," *Journal of Latin American Studies* 38 (May 2006), pp. 293-325 (D2L).
- ❑ *ReVista: Harvard Review of Latin America*, "Violence: A Daily Threat," Winter 2008, pp. 3-25, 30-33, 39-41, 47-49, 52-55: <https://revista.drclas.harvard.edu/book/violence-daily-threat-winter-2008>

April 9

8. Democracy and inclusion

- ❑ Donna Lee Van Cott, "Latin America's Indigenous Peoples," *Journal of Democracy* 18:4 (October 2007), 127-42; <https://ucalgary->

primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_gale_o_fa173999341

- ❑ Roberto Gargarella, "A Dream Deferred: Unlocking the Promise of Latin America's Constitutions," *Boston Review* (Jan/Feb 2013); https://bostonreview.net/archives/BR38.1/roberto_gargarella_mexico_latin_america_social_rights_constitutionalism.php
- ❑ Leonardo Avritzer, "Brazil's Experiment in Direct Democracy," *Boston Review* (Jan/Feb 2013); https://bostonreview.net/archives/BR38.1/leonardo_avritzer_brazil_direct_democracy.php
- ❑ Rodrigo Cordero, "Giving Society a Form: Constituent Moments and the Force of Concepts," *Constellations* 26 (2019), pp. 194-207; https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_wj10.1111/1467-8675.12405

Diving deeper:

- ❑ Maxwell A. Cameron. "The State of Democracy in the Andes: Introduction to a Thematic Issue of Revista de Ciencia Politica" *Revista de Ciencia Politica* 30.1 (2010), pp. 5-20; https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0718-090X2010000100002&lng=en&nrm=iso&tlng=en
- ❑ Maxwell A. Cameron and Kenneth E. Sharpe, "Andean Left Turns: Constituent Power and Constitution-Making," in Maxwell A. Cameron and Eric Hershberg, eds. *Latin America's Left Turns: Politics, Policies and Trajectories of Change* (Lynne Rienner Publishers, 2010), Chapter 4: http://works.bepress.com/maxwell_a_cameron/6
- ❑ Jon Beasley-Murray, Maxwell A Cameron & Eric Hershberg, "Latin America's Left Turns: An introduction" *Third World Quarterly* 30:2 (2009), pp. 319-330; <http://www.tandfonline.com/doi/abs/10.1080/01436590902770322>
- ❑ Kurt Weyland, "The Threat of Populism from the Left," *Journal of Democracy* 24:3 (July 2013), pp. 18-32; <http://www.journalofdemocracy.org/sites/default/files/Weyland-24-3.pdf>

Wed. April 14 **Final class - Papers due**

INSTRUCTOR GUIDELINES:

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to

make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at

<https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at

www.ucalgary.ca/pubs/calendar/current/academic-reg.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.