Syllabus
01:790:312 Change in Latin America - Politics Since Democratization

Fall 2015
HSB-106 DC
3:55 PM - 5:15 PM
Professor Danielle N. Pritchett
dnmp@rutgers.edu

Course Overview
This course is a seminar course discussing politics in Latin America since Democratization, roughly the last fifty years. In addition to focusing on countries within the three large regions of Latin America; North/Central America, South America and the Caribbean; this course will also address issues of class, gender and race in the region. Questions this course will address include: What is significant about politics in Latin America since democratization? How does modern politics work in the region? What do the 2015/2016 elections look like in Latin America? Why is a course on Latin American politics talking about class, gender and race? And, how does class, gender and race intersect together and animate political actions? Finally, students will be using technology and social media throughout this course to not only complete lectures and readings but to complete course assignments.

Required Readings

All other required readings will be posted on the eCollege course website.

Course Assignments & Assessments

Participation (20% of Your Grade)
Participation is very important to understand the concepts and ideas shared in this course. It also makes our class more fun! As an online course participation and attendance is even more important. This class can only be as great as your participation. Therefore poor participation will lower your grade! So please make sure you schedule time to do course assignments based on the courses schedule and your schedule.

Final Paper (30% of Your Grade)
This paper will be 10 -12 pages focused on an analysis and profile of a women currently serving in executive or legislative office. While the selection of your female politician is open, the final paper must significantly discuss one of the themes discussed in the course and its role or potential role for the woman’s ability to do her job.

Final Presentation & Paper Assignments (15% of Your Grade)
Each student will prepare a final presentation to share with the class about your paper. Paper assignments include topic selection, an annotated bibliography, and rough draft.
Office Hours:           POLITICAL SCIENCE 790:312:01
Tuesdays & Thursdays
2:15 PM - 3:35 PM
Location: TBD

Final Presentation

Each student will prepare a 10 minute presentation on their country and paper topic.

Topic Selection

This assignment will give students a chance to get my approval and feedback for your selected term paper topic.

Annotated Bibliography

This assignment will give students a chance to investigate Academic articles, books and media articles that discuss their country and topic. This assignment will also allow students to make progress on their paper and assist them in discovering which items will help in the writing of their paper.

Tests (20% of Your Grade)

During the course we will have three tests. These tests will assess your knowledge of the topics being covered in class as well as helping you prepare for your final paper.

Reading Map & Course Discussion Leader (15% of Your Grade)

The reading map & presentation is a way to assure each student has an in-depth understanding of at least one of the readings/topics from the course. The reading presentation is also a way for students to work on their presentation skills in preparation for the final paper presentation at the end of the course as well as for when they join the work force upon graduation.

Each student will present one of the readings to the class in a detailed format and map the reading for the class. Each student will also lead a discussion about their reading. Each map should include the following:

- The main idea/argument of the reading
- What are three points/ideas that the author shares?
- What are the central themes in the reading?
- Two discussion questions for the class to talk about

The two discussion questions can be starting points for leading a class discussion on your reading/the week’s topic. Finally, the class discussions can and should include current or recent events that relate to the main idea, argument or central themes in the reading.

Expectations

What Students Should Expect from the Professor

Communications with Students

All general announcements for this course will be posted on the course website or shared in class. Email communications will be minimal. It is your responsibility to check the course website regularly for my communications with you. It is also your responsibility to check your
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Tuesdays & Thursdays
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Rutgers email or the email that your official Rutgers communications are forwarded to. For more information about email please read Rutgers NetID and E-mail.

Professor’s Expectations of Students

In-Class

While in class meetings I expect you to pay attention in class. Paying attention includes:

- Silencing and putting away your cell phone for the duration of the class (Reading or sending text messages is inappropriate behavior);
- Using laptops and tablets for note taking or internet searches based on current course discussions and group work;
- Refraining from talking to your neighbor outside of specific class activities;
- Contributing to Class Discussions.

“To be early is to be on time, to be on time is to be late and to be late is not to be,” a.k.a. I expect you to arrive to my class on time and remain until you are dismissed. On those rare occasions when you cannot accomplish this, please sit near the back of the lecture hall or closest to the door that day. Also attempt to use the restroom before, not during class, in order to keep class interruptions to a minimum.

Finally, please complete each session’s reading assignment before class. Doing so allows us to have a more fruitful discussion and also allows you to find areas that you need clarification or need to ask questions about (bringing these things to class will facilitate our discussions).

Communication with the Professor

When communicating with me directly via email or message board on the course website please allow up to 24 hours Monday through Friday for me to respond to your email. Please note that I do not check email on the weekends. Also, when communicating with me via email or during my online office hours please be mindful of netiquette. Read more about netiquette here or on our course page under “Course Policies.”

DRAFT Course Schedule

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Introduction: Course &amp; Latin American Politics</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview, What is Latin American Politics?, Why focus on Class, Gender &amp; Race?</td>
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<tr>
<td></td>
<td>Reading: Politics of Latin America: The Power Game (PLA): Introduction: Notes on Studying Politics in Latin America and Chapters 1 and 8</td>
</tr>
<tr>
<td>Week 2</td>
<td>Important Concepts in Latin American Politics &amp; Key Moments in Latin American History</td>
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</tbody>
</table>
| Week 3 | Assignment 1 is Due (Tuesday), Quiz 1 (Thursday)  
|        | Reading: PLA Chapters 3, 7, and 9 |
| Module 2 | Class in Latin America & North & Central America |
| Week 4 | **Mexico**  
|        | Reading: PLA Chapters 11 and 12 |
| Week 5 | **Guatemala**  
|        | Reading: PLA Chapter 19 and 1  
| Week 6 | **Nicaragua**  
|        | Reading: PLA Chapters 16 and 20 |
| Week 7 | **Test 1 (Thursday)**  
|        | Reading: PLA Chapters 16 and 20  
| Module 3 | Race in Latin America & South America |
| Week 8 | **Brazil**  
|        | Reading: PLA Chapter 14 and 18; Caldwell, Kia Lilly. “‘A Foot in the Kitchen’ Brazilian Discourses on Race, Hybridity, and National Identity,” in *Negras in Brazil.* |
| Week 9 | **Bolivia and Chile** |
| Week 10 | **Argentina and Columbia**  
|        | Assignment 2 - Annotated Bibliography is Due (Thursday 11:59pm) |
| Week 11 | **Test 2 (Thursday)**  
|        | Reading: PLA Chapters 5, 13 & 17; and Schwindt-Bayer, Leslie A. Chapter 2 “Descriptive Representation-Electing Women in Latin America.” in *Political Power and Women’s Representation in Latin America.* |
| Module 4 | Gender in Latin America & The Caribbean |
| Week 12 | Cuba and Venezuela  
|--------|---------------------------------------------------------------|
| Week 13| Dominican Republic  
| Week 14| Dominican Republic (con’t): Guest Speaker - Dr. Jacqueline Jiménez Polanco  
Reading: PLA Chapter 10; Paxton, Pamela and Melanie Hughes. Women, Politics and Power Chapter 8 "All Regions Are Not Created Equal," pages 217-237  
Test 3 (Tuesday) |
| Week 15| Final Presentations and Course Wrap-up (Tuesday and Thursday) |
| **10 Dec 2015** | FINAL PAPER DUE 11:59PM |
Syllabus Appendix

This appendix contains additional information and key policies you need to know for this course:

SAS Political Science Department Learning Goals

Students will understand some of the philosophical and practical problems of political organization, action, and governance; engage in critical thinking, logical reasoning, rigorous positive analysis, and normative or moral judgment about the nature of citizenship, rights, and duties. Students will question, debate, and challenge positive or normative propositions; subject alternative understandings to rigorous and logical testing; and identify and critique various methods and approaches used by political scientists to understand politics.

Majors will also understand critical theoretical issues underlying political life: the individual and community; political obligation and civil disobedience; stability, revolution, and change; legitimacy and justice; and freedom and power. Students will understand American political institutions, and the political, economic, and social influences affecting American democracy. Students will understand foreign and international politics, including the nature of other political systems or the operation of the international system. Students will demonstrate a deeper understanding of at least one major topic in each of the following: theoretical approaches to political science, American institutions and politics, and foreign and international politics. Students will understand how political scientists develop and test new ideas or explanations and design and complete a research project.

Grading Policy

In recent years, students have been viewing grading as a cooperative exercise between themselves and faculty. This is certainly not the case for this class. In other words, I will determine your grade based on your performance in the course. I work very hard to be accurate, consistent and FAIR. Still, mistakes will certainly arise and you have every right to raise questions and concerns about any aspect of your quizzes and/or grade. However, I respectfully request that you do this in a manner that does not impugn on my abilities and/or my character.

If you feel that your grade on a particular assignment is inaccurate or if you just want clarification on some points, please come see me or email me within 3 business days of receiving your grade on the assignment if you want the possibility of changing the grade to be possible. I will then examine the paper and provide you with further information about the source of your grade. **No assignment grade will be changed if a student contacts me after 3 business days.**

If you feel that your final grade is inaccurate or if you just want clarification on some points, please come and see me or email me within 3 weeks of receiving your final grade if you want the possibility of changing the grade to be possible. I will then examine your grades and provide you with further information about the calculation of your grade. **All final grade changes after 3 weeks from submission of final grades must be approved by the Director of Undergraduate Studies.**
Office Hours:
Tuesdays & Thursdays
2:15 PM - 3:35 PM
Location: TBD

The grading scale is as follows:

92-100 equals A; 86-89 equals B+; 80-85 equals B; 76-79 equals C+; 70-75 equals C; 60-69 equals D; 0-60 equals F.

Course Rubrics

Participation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Good</th>
<th>Mediocre</th>
<th>Poor</th>
<th>No credit</th>
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<tbody>
<tr>
<td>Topic Response</td>
<td>Responding to the instructor's topic by the due date.</td>
<td>Responding to the instructor's topic within a day of the due date.</td>
<td>Responding to the instructor's topic more than 24 hours after the due date.</td>
<td>Not responding to the instructor's topic.</td>
</tr>
<tr>
<td>Peer Response</td>
<td>Responding to the requested number of peer postings within two days.</td>
<td>Responding to the requested number of peer postings within three days - OR - not responding to enough of your peers' postings.</td>
<td>Squeezing in your peer responses just before the discussion thread closes - OR - ONLY responding to 1 peer.</td>
<td>Responding to NO peer postings.</td>
</tr>
<tr>
<td>Final Response</td>
<td>Responding to all peers who have posted a response to you.</td>
<td>Responding to 3/4 of the peers who have posted a response to you.</td>
<td>Responding to 1/2 of the peers who have posted a response to you.</td>
<td>Responding to NONE of the peers who have posted a response to you.</td>
</tr>
<tr>
<td>Quality Threads</td>
<td>Student comments that add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or even source citation.</td>
<td>Student comments that add moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or even source citation.</td>
<td>Student comments that do not add to the discussion. Student does not substantiate any comments made with reasoning or even source citation. Posting is simple: &quot;I agree&quot; or &quot;Yes&quot; or &quot;No&quot;</td>
<td>Student does not participate at all in the threaded discussion.</td>
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</table>
**Written Assignments Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
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</thead>
<tbody>
<tr>
<td><strong>Argument and analysis</strong></td>
<td>Makes clear and compelling argument.</td>
<td>Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.</td>
<td>Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.</td>
<td>Fails to make a cogent argument or to offer sound analysis.</td>
</tr>
<tr>
<td><strong>Writing and grammar</strong></td>
<td>Writes well, making appropriate word choices and avoiding grammar and spelling mistakes.</td>
<td>Writes well, but may include a handful of grammar, spelling, or word choice mistakes.</td>
<td>Makes multiple errors, but still writes in a clearly intelligible manner.</td>
<td>Makes multiple errors that interfere substantially with comprehension.</td>
</tr>
<tr>
<td><strong>Organization and structure</strong></td>
<td>Presents clear, navigable structure with introduction, body, and conclusion. Provides reader with a &quot;road map&quot; of essay.</td>
<td>Offers clear organization with some road map for reader.</td>
<td>Makes some effort to structure the paper, but organization is problematic or difficult to follow.</td>
<td>Structures the paper in a way that is disorganized and difficult or impossible to follow.</td>
</tr>
<tr>
<td><strong>Mastery and use of readings</strong></td>
<td>Uses multiple readings and demonstrates mastery of facts and arguments made in readings.</td>
<td>References multiple readings and demonstrates a good degree of understanding.</td>
<td>Makes minimal use of readings and/or fails to demonstrate adequate mastery of readings.</td>
<td>Fails to use readings</td>
</tr>
<tr>
<td><strong>Conceptual Analysis</strong></td>
<td>Knows the analytical concepts, provides their definition(s), and applies them precisely and systemically in the analysis of specific problems.</td>
<td>Knows most of the concepts. Makes minor definitional errors.</td>
<td>Makes some headway toward knowing and applying the relevant concepts.</td>
<td>Fails to know and apply basic concepts.</td>
</tr>
<tr>
<td><strong>Empirical analysis</strong></td>
<td>Marshals appropriate evidence to describe, understand, and explain political problems.</td>
<td>Marshals appropriate evidence to describe, understand, and explain political problems, with small errors.</td>
<td>Attempts to provide and explain evidence but with substantial omissions or errors in interpretation.</td>
<td>Fails to provide relevant evidence.</td>
</tr>
<tr>
<td><strong>Theoretical analysis</strong></td>
<td>Explains the relevance and applicability of a wide range of theoretical analyses to specific political problems.</td>
<td>Is able to apply successfully some of the course's theoretical analyses to selected political problems.</td>
<td>Has difficulty connecting theoretical analyses to the political problems.</td>
<td>Fails to connect the course's theoretical analyses to analyzed political problems.</td>
</tr>
<tr>
<td><strong>“Political literacy”</strong></td>
<td>Exhibits a nuanced understanding of the relationship between the analytical tools learned in class and “real life” global/comparative political problems.</td>
<td>Demonstrates a general understanding of the relevance of political scientific theories for the analysis of the global political world.</td>
<td>Has difficulty connecting the theories to actual issues of global/comparative politics.</td>
<td>Fails to connect the theories to actual issues of global/comparative politics.</td>
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Rutgers Academic Policies of Note

Academic Integrity Policy

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

Visit, [http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu), for more information.

Disabilities (Learning, Physical & Other)

If you have a disability as recognized by the Rutgers Office of Disabilities please contact me as soon as possible so that we can make sure that your disability is documented with the Office of Disabilities and create a plan for reasonable accommodations for you.

To learn more about your rights and your options please visit the Office of Disabilities Services for Students: [http://disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/)

Religious Holiday Observance

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.