

# **COURSE OUTLINE**

## **POL 305Y POLITICS AND SOCIETY IN LATIN AMERICA**

**DEPARTMENT OF POLITICAL SCIENCE**

**UNIVERSITY OF TORONTO  
FALL/WINTER  
2010-11**

**COURSE DIRECTOR: MARCO FONSECA, PH.D.**

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## ***OVERVIEW***

This course offers students a critical introduction to the history, politics and culture of various Latin American republics and regions and charts the historical, political and cultural development of the area from colonial times to the present. The first half of the course provides a general but necessary historical background to understand Latin America's development, including initial conditions, key problems and recurring challenges. In the second half of the course students focus more concretely on Latin America in the 20<sup>th</sup> and 21<sup>st</sup> centuries through a selection of political themes (populism, corporatism, militarism, revolution, neo-liberalism, new social movements, civil societies, globalization) in particular country-specific contexts. These themes constitute the necessary foundations for a critical understanding of contemporary Latin America.

## ***COURSE STRUCTURE***

There is a two-hour lecture each week that explores the major themes of the course and sets them in historical, political and cultural context. Regular attendance at lectures will be integral to this course as it will be impossible to follow all materials properly otherwise. Students will be expected to have read all materials outlined for the appropriate week as they constitute the context on which the lectures will be based and from which they will partially draw. *Your success in this course will depend very substantially on the degree of commitment you make to your attendance, your readings, and the timely submission of all your assignments.*

## ***EVALUATION SCHEME***

| Assignment                                     | Details              | Due Dates    | Weight |
|--|----------------------|--------------|--------|
| 1. Outline and Critical Bibliographical Review | 6 pages              | Oct 26, 2010 | 15 %   |
| 2. Draft Paper                                 | 8 pages              | Dec 7, 2010  | 25 %   |
| 3. Final Paper                                 | 15 pages             | Mar 1, 2011  | 35 %   |
| 4. Test  | End of term in class | Apr 5, 2011  | 25 %   |
| Total  |                      |              | 100 %  |

## ***REQUIRED READINGS***

- John Charles Chasteen, *Born in Blood and Fire. A Concise History of Latin America*. 2<sup>nd</sup> Edition. New York: WW Norton, 2005.
- John Charles Chasteen & James Wood, *Problems in Modern Latin American History. Sources and Interpretation*. Lanham: SR Books, 2005.

- Harry E. Vanden and Gary Prevost, *Politics of Latin America: The Power Game*. 2<sup>nd</sup> Edition. Oxford: Oxford University Press, 2005.
- Gregory Wilpert, *Changing Venezuela by Taking Power: The History and Policies of the Chavez Government*. London: Verso, 2007.
- Forrest Hylton and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics*. London: Verso, 2007.

## ***RULES AND REGULATIONS***

### ***LATE SUBMISSIONS AND EXTENSIONS***

Assignments submitted late, without a previously obtained extension from the instructor or without proper documentation, will receive a late penalty of 2% per day (including weekends) for the first ten days and will be categorically refused thereafter.

Extensions will be granted only when students are able to produce compelling reasons for their inability to meet a deadline and supply satisfactory documentation to back-up their claims. Examples of satisfactory documentation include: a University of Toronto Student Medical Certificate for a severe illness (this excludes colds, sore throats, and the like), death certificate for a close relative, police report of personal accident, business/work related documentation, etc.

Extensions will not be granted in cases of computer breakdowns, malfunctions, or loss. Backup all of your work!

#### Note on medical notes:

The University of Toronto Student Medical Certificate must be submitted in support of a request for an exemption from course policies, if illness is being used as the reason for the request. The claim of illness, however, is not sufficient grounds in itself to guarantee approval of the request. This certificate is available online at [www.utoronto.ca/health](http://www.utoronto.ca/health), or at the Health Services (Medical and Psychiatric Services), the Office of the Faculty Registrar, College Registrar's Offices, departments and other offices of the University as well as in the *Registration Handbook and Timetable*. The certificate is titled **University of Toronto Medical Certificate**.

Other medical notes will not be accepted. Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. The instructor will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

### ***QUESTIONS ABOUT GRADES***

If students have questions or concerns about grades, and if the assignment was graded by a Grading Assistant (GA), an appeals process will operate in the following way: 1) students must first contact their GA about the issue; under no circumstances should students bring an appeal to the instructor without first taking their appeal to the GA. In order to obtain a revision of their assignment and potentially an amended grade, the student must demonstrate in writing (one page note, no exceptions) that their work did in fact meet the requirements of the assignment and was

therefore unfairly or improperly assessed. 2) If the student and the GA are unable to resolve their differences, the student will then take the appeal to the instructor, and the original grade will then be void. The student must provide the instructor with a clean copy of the assignment (preferably as an email attachment) and the instructor will grade the assignment “blind,” i.e. without prior knowledge of the grade in question. Consequently, the student will potentially receive a lower, the same or a higher grade than the original one. The student should be aware of these risks.

### ***EXTENSIONS AND VACATIONS***

There will be no rescheduling or extending assignment deadlines or presentations as a result of pressures that result from overall course load (for students taking more than five full courses, even if they are in their last year), requirements from other courses (overlap in due dates, simultaneous assignments due on the same week, overlapping tests or exams, etc.), or extra-curricular activities (when voluntarily chosen by students).

If students are planning vacations or extended trips during any breaks or holidays that take place during the academic year or at the end of the school year, and if these plans interfere with the completion of their course work, students must ensure that they check all relevant due dates for the fulfilment or completion of all assignments BEFORE they make any other plans and that they comply with these dates. No exemptions will be made for anyone for any type of vacation or extended trip, for any reason, except in those cases when a student may be faced with circumstances totally beyond their control.

### ***MISSED TERM TEST***

Students who miss a term test – when one is scheduled – will be assigned a mark of zero for that test unless they satisfy the following conditions:

- 1) Students who miss a term test for reasons entirely beyond their control may, within one week of the missed test, submit to the instructor or department/program a written request for special consideration explaining the reason for missing the test, and attaching appropriate documentation, such as a medical certificate.
- 2) If a written request with documentation cannot be submitted within one week, the department may consider a request to extend the time limit.
- 3) A student whose explanation is accepted by the department will be entitled to one of the following considerations:
  - a) In courses where there is no other term work as part of the evaluation scheme, a makeup test must be given.
  - b) In other courses, the department/program may either give a makeup test OR increase the weighting of other graded work by the amount of the missed test. In no case may the weighting of the final examination in a 100-level course be increased beyond 2/3 of the total course mark.

- 4) If the student is granted permission to take a makeup test and misses it, then he or she is assigned a mark of zero for the test unless the department/ program is satisfied that missing the makeup test was unavoidable. No student is automatically entitled to a second makeup test.\*
- 5) A student who misses a term test cannot subsequently petition for late withdrawal from the course without academic penalty on the grounds that he or she has had no term work returned before the drop date.

**\* Note**

This means that if a department is persuaded of the student's grounds for missing the makeup test, it may decide to compensate for the missed test in whatever way it chooses, which could be by giving another makeup test; the student cannot demand another makeup test.

***ACCESSIBILITY***

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.

***EMAIL COMMUNICATION***

- 1) Students are encouraged to use email for short and brief consultations with the instructor and/or the GA when appropriate. Whenever possible, students should use their UTORmail address to communicate with the instructor. Using UTORmail is a more secure and appropriate vehicle of email communication when it comes to official course business and is also consistent with the university's Policy on Official Correspondence with Students.
- 2) Each email message must include in the subject line the course identifier and a concise and clear statement of purpose. For example: POL305: Question about upcoming paper; POL305: Question about my grade. If the message does not have a clear identifier it is likely to be deleted, along with spam email. Likewise, all email messages must adhere to basic rules of etiquette and use appropriate language.
- 3) Students should make sure that any email messages sent to the instructor or GA are composed in simple text format. Messages composed in html format (with bells, whistles, emoticons, smiley faces, greetings, animations, server info, or privacy disclaimers from corporate networks, etc.) often require the recipient to download further headers or other information from a remote server in order to reply to the message. If any messages arrive with any of these annoyances, no replies will be sent and the message will be deleted and remain unanswered.
- 4) Correctly formatted and legitimate email inquiries from students will be answered within 2 or 3 business days, but not after regular business hours, on weekends or on holidays. If no reply

is sent during this period, students should resubmit their question(s).

- 5) Students should make sure to consult the course syllabus, extra handouts, and the course website (if one is available) before submitting inquiries by email as most of the questions students tend to submit over email are often already addressed on these documents or sources. Where a question cannot easily or briefly be answered with a reply email, students will receive a reply indicating if a meeting during regular office hours is required.
- 6) Although it may seem to some students like that, the fact is that email should not be seen as an alternative to meeting with the instructor during regular office hours. Nor should email be used as a mechanism to receive private tutorials (especially prior to exams or before due dates), to submit draft copies of papers for review, or to explain material that was covered in lectures students missed. Students should keep their emails brief and to the point.
- 7) All email communication with students will be retained for one year, at a minimum.

### ***PLAGIARISM***

Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information, please see the University of Toronto's policy on Plagiarism at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

### ***TURNITIN***

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

#### ***What is Turnitin?***

Turnitin is an Internet-based service created at the University of California, Berkeley. Essentially, Turnitin scans submitted works for similarity to material in public web sites, academic journals, papers purchased from essay mills, and essays and assignments concurrently or previously submitted to Turnitin, which are stored in its database.

For more information on Turnitin, see the following document:

<http://www.utoronto.ca/ota/turnitin/TurnitinGuideForStudents.pdf>

Further information and instructions on using Turnitin can be found in the Turnitin Student User Guide at [http://www.turnitin.com/static/pdf/tii\\_student\\_guide.pdf](http://www.turnitin.com/static/pdf/tii_student_guide.pdf)

#### ***Turnitin: Getting Started***

In order to setup an account and user profile, please the instruction on the Guide for Students pdf file. To access Turnitin, you will need the following information: The class ID number for POL 305Y is **3383664**; the enrolment password is **pol305y2010** (without quotes and all in lower case).

### *Opt-out Options*

Students who do not want to submit their papers to Turnitin can instead opt to have their papers assessed by one or several of the following options:

- \* Submitting multiple drafts
- \* Submitting a detailed annotated bibliography
- \* Submitting photocopies of source documents
- \* Submitting of all rough work together with draft papers and final papers
- \* Submitting the library call numbers of all sources cited in your paper
- \* Taking an oral quiz directed at issues of originality
- \* Responding in writing to questions directed at issues of originality
- \* Providing a written report concerning the process of completing the work
- \* More than one of the above

Note that choosing any of the options above does not override the specific requirements of each assignment. When any or several of these options have already been used in the process of preparing assignments, for example, students can still request the instructor to use extra options not already used in the preparation of their assignments in order to meet the opt out options.

For further information on academic integrity and the use of Turnitin at the University of Toronto, student can refer to the following website:

<http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>

## LECTURE, READING, AND ASSIGNMENT SCHEDULE

**Please Note: This lecture schedule is given to students as a general idea of the direction that the presentations will take. Lectures might cover more or less material than indicated below, repeat some materials from previous presentations or anticipate materials from later ones. Some lectures may also overlap or may have to be cancelled. The schedule of readings and assignments, however, is likely to remain unchanged.**

SEP 14: INTRODUCTION TO THE COURSE

SEP 21: ENCOUNTER AND ITS CONSEQUENCES

Required Readings:

- Chasteen, Chapter 1

SEP 28: COLONIAL SOCIETY

Required Readings:

- Chasteen, Chapter 2
- Chasteen and Wood, Chapter 1

OCT 5: INDEPENDENCE AND ITS AFTERMATH

Required Readings:

- Chasteen, Chapters 3 – 4
- Chasteen and Wood, Chapter 2

OCT 12: **ASSIGNMENT DISCUSSION PLUS Q&A**

OCT 19: THE IDEOLOGY OF PROGRESS AND THE RISE OF AGRO-EXPORT CAPITALISM, 1870s-1929

Required Readings:

- Chasteen, Chapters 5 – 6
- Chasteen and Wood, Chapters 4 – 7

OCT 26: THE POLITICS OF ISI AND POPULISM, 1930s

Required Readings:

- Chasteen, Chapters 6- 7
- Chasteen and Wood, Chapters 8 – 10

### OUTLINE AND CRITICAL BIBLIOGRAPHY DUE TODAY

NOV 2: THE POLITICS OF REVOLUTION

Required Readings:

- Chasteen, Chapter 8
- Chasteen and Wood, Chapter 11

NOV 9: **FALL BREAK – NO CLASS**

NOV 16: LIBERATION THEOLOGY

Required Readings:

- Chasteen, pp. 274 – 277
- Chasteen and Wood , pp. 275 – 278

NOV 23: THE POLITICS OF NATIONAL SECURITY

Required Readings:

- Chasteen, Chapter 9
- Chasteen and Wood, Chapter 12

NOV 30: THE POLITICS OF NEOLIBERALISM I

Required Readings:

- Chasteen, Chapter 10
- Chasteen and Wood, Chapter 13

DEC 7: CONCLUSIONS

**DRAFT PAPER DUE TODAY**

JAN 11, 18, AND 25: MEXICO

Required Readings:

- Vanden, Chapter 12

FEB 1, 8 AND 15: GUATEMALA

Required Readings:

- Vanden, Chapter 11

FEB. 22: **READING WEEK**

MAR 1, 8 AND 15: VENEZUELA

Required Readings:

- Wilpert, *Changing Venezuela by Taking Power*

**FINAL PAPER DUE MARCH 1**

MAR 22 AND 29: BOLIVIA

Required Readings:

- Hylton and Thomson, *Revolutionary Horizons*

APR 5: **IN-CLASS TEST**

## INSTRUCTIONS FOR COMPLETING ASSIGNMENTS

### OUTLINE AND CRITICAL BIBLIOGRAPHICAL REVIEW

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**Due Date:** October 26, 2010  
**Weight:** 15%  
**Length:** 6 double-spaced pages

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#### TOPICS:

Students are expected to carefully read the course syllabus, quickly review course readings, and related materials in the field of Latin American studies (peer-reviewed academic journals and recent publications in the field) and then propose a topic to the instructor for approval. Students can only go on to work on their outlines and critical bibliographies after the instructor has approved their chosen topic.

#### INSTRUCTIONS:

Students will write a 6 page, double-spaced critical bibliographical review of the key texts to be used for the paper. Much care should be put into selecting the sources for this review. One step students should take before writing this review is to consult bibliographical reviews in the academic journals related to Latin American studies and see what materials are available on the selected topic, how they have been received by other scholars in this field, what gaps or problems in the existing literature – if any – these materials address, and what these materials leave out.

More specifically, in this critical bibliographical review students should:

- a) Give a concise summary of the authors' key argument or purpose in writing the piece.
- b) Identify the key concepts central to the argument/analysis, along with definitions that *students* formulate on their own (students can draw on the text, but should not simply copy a definition word-for-word).
- c) Briefly assess the quality of the argument with regard to logic, theory, and evidence (historical and scholarly). Does the reasoning make sense? What empirical, historical or theoretical evidence is offered to support it, and is it sufficient? What assumptions underlie the argument, and are they justified? What do other scholars say – if anything – about this argument?
- d) Briefly introduce a recent situation through which a key issue raised by the source under review can be explored, exemplified or justified. Students may look at a case or example that is mentioned in the piece or one from other reviewers. To do this students should read at least three background scholarly articles on the issue so as to be able to explain in some detail its relevance to the particular source or argument under review.

- e) Finally and briefly, outline the normative implications (implications for such principles as justice, equality and fairness) of the theory/argument as applied to that case, and any other challenges/questions that the case raises for the theory/argument.
- f) Students should review a minimum of six scholarly sources, but the extent of each review can be flexible.

For examples on how to write critical bibliographical reviews, see the documentation on the course's Blackboard site.

## **DRAFT PAPER**

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Due Date: December 7, 2010  
Weight: 25%  
Length: 8 double-spaced pages. On average, there are 250 words per page depending on font type and size.

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### **DRAFTING THE ARGUMENT**

As with other aspects of writing an argument, your organizational strategy will vary according to the requirements of its disciplinary context, your knowledge and level of expertise within the field, and your previous experience preparing arguments.

What your organizational strategy should take into account in all cases is that this paper is not about personal opinions (already formed or developed in this course) on a given topic. Writing a paper based on personal opinions does not require in-depth scholarly research, taking into account the scholarly literature on your chosen topic, taking into account the long-term historical context (what Fernand Braudel calls the “long durée”), or taking into account the multiple layers of meanings, dynamics and structures likely underpinning your topic of research. Strategies of writing that do not take the above elements into account amount to certain kinds of mainstream – sensational, event-driven, short-term, shallow – journalism and, often, have a distorting and even ideologizing (i.e. reinforcing of mainstream dominant prejudices and perceptions) effect on what you are trying to say. Instead, in this course, drafting the paper means drafting a carefully developed scholarly and critical argument.

For the purposes of this course an argument is NOT the same as a “thesis statement”. What is the difference? An argument in social and political theory presupposes an inescapable level of interpretation insofar as a) the type of human relations we deal with involve identities, subjectivities, values, symbols, norms and, obviously, peoples’ own interpretations of them; and b) we ourselves are very much a part of the world we are trying to understand and explain and this means that we can only have “valid” views of it *from the inside*. A “thesis statement” in the natural sciences, by contrast, usually involves the formulation of a hypothesis (a tentative theory) and the search for “evidence” to demonstrate or falsify the truth content of that hypothesis. As part of this scientific methodology, this type of approach involves a split between the observer

and the observed, the subject and the object, and the goal of scientific inquiry is the gradual approximation to the truth by means of the elimination of interpretation (wrongly understood as “bias” or “prejudice”), values and norms, and even identity and subjectivity from the process and logic of discovering “objective reality.” In the natural sciences, therefore, this is a process where observers (subjects) get to know objects “as they truly are”, a process that presupposes the handling of “facts” and “empirical evidence” as standing apart, beyond and even against the observers themselves and thus a process where “objective reality” constitutes the ultimate arbiter of truth. The underlying theory of truth that underpins current ideas about “scientific discovery” (particularly the correspondence theory of truth) and the various ideas of validity that underpin social and political arguments (based on dialectical, deconstructive, structural, normative, semiotic, social-psychological, and other “qualitative” methodologies) are, therefore, very different.

Of course, there are probably as many ways to draft an argument as there are arguments; however, there are a few tried and true methods – from adversarial to mediation based, and deductive to inductive reasoning – which work well and have wide critical acceptance in the academic world. None of them are carved in stone, however. For an explanation and illustration of a number of useful methods to guide you in drafting your paper, please refer to the document entitled “Drafting an Argument” available on the course’s Blackboard site.

A key element that you must keep in mind when drafting your paper is that, in this course, your paper is required to incorporate a certain level of understanding and critique or critical analysis. What does writing an interpretive and critical paper involve? Most of the time we think of critical arguments as adversarial, taking place between people who fundamentally disagree and as arguments where one position will be right and the other wrong; one position wins and the other loses; and of course you, the student, are always on the winning side! Based on this commonly held idea, then, a critical argument would consist of trashing someone else’s argument, showing their “biases” and “mistakes”, and exposing their attachments to hidden or overt values, normative or ideological positions or even illusions or delusions. Thus, being critical often means adopting the language of “science” (empirical, factual, “truth”-driven) and pointing out how your adversary fails to do the same. However, this is not what a critical paper involves in this course.

A critical paper is one where the argumentative strategy consists, among other things, in the understanding of the context that determines the meaning and nature of what we want to “explain” (including our relationship to that context) and an examination of the “conditions of possibility” of a given object or arguments about that object (including our level or capacity to understand those conditions). What are the historical conditions that made a given social state of affairs possible? What are the scholarly arguments or theoretical frameworks that make it possible for us to perceive and understand the world around us? How did these arguments come about? How did the “objects” of our interest become socially constituted? How did they become dominant or hegemonic? What gives them “structural” or “objective” reality? How is “power”, for example, a factor in these conditions of possibility? Writing a critical paper, therefore, involves systematically understanding and exploring the conditions of possibility of the object under discussion, the key arguments around the object that are at our disposal, and our very investment in the constitution, existence, and perception of the very thing we are trying to

explain. For an explanation and illustration of the critical argument and what it involves, please refer to the document entitled “Illustration of the Use of Arguments” available on the course’s Blackboard site.

The purpose of writing your draft paper, then, is to give you a chance to work extensively on developing the key scholarly arguments of your paper without all the supplementary information and background, conceptual and theoretical refinements, and overall narrative polish that will be required for the final paper. Also, of course, evaluating your draft paper is an assignment onto itself because it involves the development and application of a number of research, reading, analytical, and critical skills that are crucial for academic papers and that must be assessed before writing any kind of final paper.

### **THE FINAL PAPER**

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Due Date: March 1, 2011  
Weight: 35%  
Length: 15 double-spaced pages. On average, there are 250 words per page depending on font type and size.

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The final paper will bring together the students’ yearlong work: the outline and critical bibliographical review, the draft, the feedback provided by the Grading Assistant, feedback provided by the instructor during class or office hours, and any additional research undertaken after the return of the graded assignment.

Additionally, the final paper will be expected to meet the following criteria although not necessarily in the order given below:

- a) Demonstrate strong evidence of original thinking, but without relying on unsupported personal opinions; good organization; excellent level of conceptual and theoretical analysis; excellent level of synthesis particularly for complex arguments or long historical narratives; superior grasp of subject matter based on extensive reading on the topic; sound critical evaluations.
- b) Provide the necessary historical and scholarly background to help situate the topic and use relevant concepts and approaches developed in the draft paper. Note that “scholarly background” means the scholarly literature professionally dedicated to the theoretical exploration of the topic under study and usually published in the form of scholarly books or in scholarly journals. This scholarly background must be based on the critical bibliographical review – in fact, it must draw directly from that assignment with all the necessary corrections suggested by the Grading Assistant – and any subsequent materials incorporated into this research project since completing that assignment.

- c) Demonstrate that the final paper has carefully integrated all feedback on previous assignments given by the Grading Assistant or the instructor and that the final paper was able to develop solutions to the various questions and challenges that may have arisen during the course of preparing the final paper.
- d) Be clearly organized along the lines of standard academic papers in the social sciences. This includes, but is not limited to, a division of the paper into an introduction that properly situates the topic and summarizes the main scholarly arguments, a main body that develops a detailed discussion and analysis of scholarly arguments with supporting references or citations and endnotes, and a concluding paragraph. Note that given the critical and theoretical nature of this paper, the conclusions are expected to be tentative rather than final.
- e) Be documented according to standard academic practices of scholarly documentation and use proper academic references for direct quotations or for sources you paraphrased. Students must take great care in preparing their final bibliography and should follow standard academic format in preparing this bibliography. For this and other assignment in this course students are required to use the Chicago Style for references, notes, and sources. For further information on this, see the document entitled “How to Prepare your Sources, Citations, and Bibliography” available on the course’s Blackboard site.
- f) For this paper as well as the bibliography all students are required to use Times New Roman font set at size 12, standard margins, and standard double-line spacing for the main paper and single-line spacing for the bibliography. Consult the *Chicago Manual of Style* or Joanne Buckley’s *Fit to Print. The Canadian Student’s Guide to Essay Writing* for proper referencing.
- g) All students should keep a copy of all their graded assignments, all library slips or call numbers for borrowed materials accumulated during the course of writing these assignments, all notes and extra drafts, and all other relevant materials in case they are needed to verify academic integrity. Students may be asked to attend an interview with the instructor to discuss their assignments.

In order to do an excellent job in this paper, it is indispensable that you spend considerable time engaging critically with your topic, the scholarly arguments about it, and the context in which the topic makes sense.

The University of Toronto calendar defines an excellent paper as a paper that exhibits the following characteristics: “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.” This means, then, that an excellent paper must rise above a simple understanding of the subject matter and a basic ability to raise basic questions and search for basic answers in the materials; it also means that an excellent paper should also rise above a good grasp of the subject matter, go beyond offering just some evidence of critical capacity and analytic ability; and exhibit more than just a reasonable understanding of the relevant issues or arguments about the topic and good evidence of familiarity with scholarly literature. The excellent paper is, thus, the original, well-organized, analytical and synthetic paper with

“superior grasp of subject matter” plus “extensive knowledge of the literature” and “sound critical evaluations”. For the purposes of this course, the “sound critical evaluations” must meet the criteria of the critical argument as defined above.

**A REMINDER ABOUT PENALTIES FOR LATE ASSIGNMENTS:**

Papers submitted late will receive a penalty deduction of 2% per day, for the first ten days, and will be refused thereafter. Penalties may be waived under exceptional circumstances by contacting the instructor in a timely manner. All papers must be submitted online. **DO NOT DROP OFF** papers or any other assignments or notes at any office location. Essays delivered under the office door or to secretaries at the department may not be accepted, may not be handled in time or may be lost. Even though all course work must be submitted online, students must still keep a backup copy of their course work so that in the event that it is misplaced, lost or even stolen they can provide a copy on short notice.