

SEP 02 2005

1.			
2.			
3.			
Totals			

\*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade--at least 50% or more.

**REQUEST FOR APPROVAL TO USE W-DESIGNATION**

PLSC 387 - Political Systems - Latin America

LSC # 253

Action \_\_\_\_\_

**COVER SHEET: Request for Approval to Use W-Designation**

TYPE I. PROFESSOR COMMITMENT

- ( ) Professor & Phone Sarah Wheeler 7-2683
- ( ) Writing Workshop? (If not at IUP, where? when?) yes
- () Proposal for one W-course (see instructions below)
- () Agree to forward syllabi for subsequently offered W-courses? yes

TYPE II. DEPARTMENT COURSE

- ( ) Department Contact Person & Phone
- ( ) Course Number/Title
- ( ) Statement concerning departmental responsibility
- ( ) Proposal for this W-course (see instructions below)



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 TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

( ) Professor(s) & Phone

( ) Course Number/Title

( ) Proposal for this W-course (see instructions below)

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## SIGNATURES:

Professor(s) Sarah Wheeler Date 8/24/05

Department Chairperson [Signature] Date 8/26/05

College Dean A Ann Date 9/5/05

Director of Liberal Studies [Signature] Date 10-27-05

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## COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

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**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

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For Type I (Professor Commitment) Writing-Intensive Courses:

*- see attached certificate (last page)*

Yes Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

\_\_\_\_\_ Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

Summary of writing assignments for PLSC 387 Political Systems - Latin America

A. Writing Assignments

Assignment Title	# of Assignments	# of total pages	Graded (yes/no)	Opportunity for Revision (yes/no)	Written Assignment represents what % of final course grade
Essay Exams	2	4-8	yes	no	25
Papers on assigned readings	3	15	yes	no	37.5
debate presentations	1	5	yes	yes	10
debate judgement papers	2	6	yes	no	10
	8	30-34			
Totals			NA	NA	82.5

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)

Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade

**SYLLABUS**  
**PLSC 387 & 587: Political Systems: Latin America**  
**Dr. Sarah Wheeler Spring 2005**  
T-Th 9:45-11:15

**E-mail:** [wheeler@iup.edu](mailto:wheeler@iup.edu) **phone:** 7-2683

**Office Hours:** Mondays and Wednesdays 1:30-3:25 Tues/Thurs 2:45-3:20

**Office:** 109 Keith Annex If these times don't work for you, we can make an appt for another time.

**Description:**

This course is designed to introduce advanced undergraduates to the major themes of Latin American political life. While the course stresses the political aspects of the developmental process, its objective is to show the linkages between economic, social, cultural, and political variables--both at national and international levels. During the term, we will analyze (1) the role of important institutions and policy processes; (2) the principal theoretical approaches to the study of Latin American politics; (3) the political causes and consequences of long-term social and economic trends; and (4) alternative ideological choices made by different countries or regimes in pursuing developmental strategies. We will use country examples where appropriate.

**Required Readings**

Kryzaneck, Michael J., Latin America: Change and Challenge, Harper Collins Publishers, 1995.

Inter-American Development Bank (IADB), *Development Beyond Economics*. Economic and Social Progress in Latin America, 2000. This book can be found on-line and can be downloaded and printed free of charge from the Inter-American Development Bank (IADB) website.

**Requirements:**

Each student will submit a series of essays/critiques that analyze and discuss the readings that come from the (InterAmerican Development Bank, IADB, book --entitled "Development Beyond Economics"). This book is now available as free chapter downloads from the IADB publication website. These essays should be no more than 5 double-spaced pages. They are due on the dates noted throughout the syllabus. These essays, collectively, are worth approximately 37.5% of the final grade. See the guidelines for each assignment. They are questions that must be addressed. There will be one midterm exam, worth approximately 25% of the overall grade, and a final exam worth 25%. Students should also report on any current events relating to their country during the semester. These reports are worth approximately 5% of the total grade. Alternatively, you may present a political cartoon analysis using a political cartoon that depicts a political situation in a Latin American country. I will hand out the format for these assignments. Class participation will count as bonus points to determine final grades. Up to 15 bonus points are available. Debate Judgment papers 10% and Debate participant papers 10%.

Additionally, graduate students will submit a research paper, roughly 10-pages and they will present it to the class toward the end of the semester. The topic should be developed in consultation with the professor.

**Debates:** Each student will participate in one of three debates. For the other 2 debates, the student is to serve as a judge. You should also give the class sufficient background information so that they can comprehend the current day situations. Since I do not want any two students to have the same country, the countries will be on a first-come-first basis. Let me know as soon as possible which country you want to reserve as your topic. I have a number of books to use as resources for the debates, however you should also be able to find additional resources in the library and online using the library's academic search tools. The reference librarians should be able to assist you in carrying out this research. I will be handing out grading rubrics to indicate the basis for evaluating these debate presentations, debate papers and judgment papers.

**Tentative Lecture and Reading Outline – subject to some changes and additional readings**

**Week of:**

**Jan. 11:** Introduction: Course Overview and Organization

**Jan. 18 Map Quiz of the capitals** of countries on the continental Central and South American countries (21 of them) **You do NOT need to know any islands.**

Ch. 1 Kryzanek -The Many Faces of Change and Challenge in Latin America and Introduction of the IADB book.

**Jan. 25** Ch. 2 Kryzanek - People, Places and Practices  
Also read IADB, Chapter 1 go online to IADB's website for this.

**Feb. 1** Ch. 3 Kryzanek - The Legacy of the Past  
and IADB, Chapter 2 Summary/analysis of IADB Ch. 2 is Due Feb. 8 - see guidelines.

**Feb. 3 Thursday Debate:** Topic: Is the U.S. War on Drugs in Latin America ill-conceived? Does it do more harm than good?

**Feb. 8** Summary of IADB Chapter 2 is due - there are guidelines for this assignment. Make sure you get the handout from me. Kryzanek Chapter 4 - Understanding Latin American Politics

**Feb. 15** Kryzanek Ch. 5 - The Two Faces of the Latin American Economy  
Also read IADB Chapter 3 - the Summary/analysis is due Feb. 24th.  
Geography and Development

**Feb. 22** Summary/analysis of IADB Ch. 3 is due Feb. 24th  
Read and discuss Kryzanek Ch. 6 - Public Policy Making: Economics

**March 1 Review for Midterm Exam Tues. and debate #2 Is President Bush's plan for a guest worker program (to allow more Mexicans to work in the U.S. legally) a good idea?**

**Midterm Exam: Thurs. March 3**

**March 15 (Tuesday)** IADB Ch. 4 - Analysis due Mar 29th

**March 17 (Thursday)** Kryzanek Ch. 7 Public Policy Making: Human Development  
And Kryzanek Ch. 8 External Influences on Change in Latin America.

**March 22** Ch. 9 Latin America – U.S. Relations

**March 29** Kryzanek Ch. 10 Latin American Revolutions in the 1990s  
and Ch. 11 Drugs, Money and Violence in Latin America  
Analysis of IADB Ch. 4 due on March. 29

**April 5** Kryzanek Ch. 12 Human Rights in Latin America

**April 12** Kryzanek Ch. 13 The Impact of Migration

**April 14 Debate #3 Should NAFTA be extended to the rest of Latin America?  
e.g. Free Trade Area of the Americas**

**April 19** Kryzanek Ch. 14 The Environment

**April 21** Kryzanek Ch. 15 The New Latin American System

**April 26** (last day of class) Review for the Final

**Final Exam April 28 (Thursday) 10:15** It will cover all material covered since the midterm.

Although you are assigned to read the Introduction and Ch. 1 of the IADB book, there is no written assignment for these readings. For the three chapters below however I will hand out guidelines/questions for you to answer.

In order to access the readings use Google and type "IADB" into the search. Choose the homepage of the InterAmerican Development Bank (IADB) Use their publication search and type in the titles of the chapters. You should also put 2000 – 2001 for the years you want in the search (at the bottom of the search option categories). You should find the chapters below. Click on the link and if your computer has Adobe, you should find that the chapter has opened another window in Adobe. You can then read it online or print it out. If you have any trouble accessing these, please stop by during my office hours and I'll show you how it works.

IADB Ch. 2 Demography: Threat or Opportunity?

IADB Ch. 3 Development and Geography

IADB Chapter 4 Political Institutions, Accountability and Government Performance  
Chapter 4 of the Economic and Social Progress in Latin America - 2000 Report  
Payne, John Mark; Gaviria, Alejandro; Cortés, Patricia  
January 2000

This chapter examines the connection between politics and development, but with an emphasis on the impact of political institutions instead of political personalities. It focuses on the inherent difficulties of the political process in democratic societies, and on how these difficulties often prevent democracies from increasing economic growth and advancing social justice.

**Note: Not all of the material on tests will come from the books. Some of the material will come from our discussions of current events, video segments or other material discussed in class. Half of the exam points require essay responses. From time to time I will email you additional material that I would like you to view, so please check your IUP email accounts regularly.**

Please bring your textbooks to class everyday as I will often point to charts and other info in them.

Please check your IUP email account regularly for messages from me!

WRITING SUMMARY – PLSC 387 – Political Systems Latin America Dr. S. Wheeler

PLSC 387 Political Systems- Latin America is **proposed for identification as a "W"** course. The course is taught every 3<sup>rd</sup> semester as part of a rotation with Political Systems Asia and Political Systems Middle East. Most students in the class are juniors and seniors; a few may be sophomores. Students are drawn from a variety of majors; class size is limited to 25. The course is listed as an option for the International Studies major and the Latin American Studies minor.

**Course Description:** An intensive, comparative study of the government and politics of a selected region. **Suggested Prerequisites:** PLSC 280 and/or 285; PLSC 382 Africa; PLSC 383 Asia; PLSC 384 Middle East; PLSC 385 Central and Eastern Europe; PLSC 387 Latin America

There are four basic types of writing which occur in this class:

1. **WRITING TO STIMULATE CRITICAL THINKING.** Throughout the course, there are three debates in which students participate as a debate member in one of the three. For the other two, they are judges. Whether playing the role of the debater or a judge, there are associated writing assignments. As a judge, the student must evaluate the debate members according to the Critical Thinking Guidelines discussed in class to evaluate the arguments presented by the debaters. The judges are asked to summarize the main points of all eight-debate participants and then to evaluate them in terms of the Critical Thinking Guidelines and the clarity of their presentation. Finally, they judge the overall debate and declare a winning side, giving their reasons why they feel one side was more persuasive than the other. In addition to the five minute presentations, the debate includes impromptu rebuttal periods, the judges assess these as well. These two judgment papers are graded on the basis of content – i.e. how well they adhered to the criteria mentioned above in terms of the use of the critical thinking guidelines and accurately assessing the main points of each debater. They are also graded on the construction of their essays, including grammar and spelling. These three page-writing assignments are worth together 10% of the final grade.

2. **WRITING TO RELAY RESEARCH FINDINGS TO PERSUADE.** The debate participants must choose a topic for a debate and then choose a side of the issue. Examples of topics in the past have been: Does the War on Drugs in Latin America do more harm than good? , Should NAFTA be expanded to more Latin American Countries?, Is a guest worker program for Mexicans a good idea? I typically suggest a variety of topics and the students as a class decide on three from my suggestions. Each student must participate as a debate participant for one of the three debates. In this role, s/he must meet with the other three members of their team to decide upon the four most important points to be made. They must then divide the topics among themselves. After approximately two weeks, I require that all members of the team meet with me individually to ascertain if their research is proceeding well. During these meetings I require the student to present a draft of their paper. I give them extensive feedback on their paper and then allow them to revise it. I stress that it is important that the material

be primarily from academic journals or other scholarly sources. These often become sessions introducing students how to use the online research resources of the library. I urge them to follow-up with the reference librarians for further assistance. On the day of their debate after the students have presented their topic (5 minute presentation/student followed by rebuttal periods of 5 minutes for each team), I require that the presenters hand in their revised paper (a 5 page minimum). This is a summary of their oral report with references. It is graded on the basis of content, quality of the writing (including grammar and spelling), quality of the sources cited and the clarity and persuasiveness of the arguments. This assignment serves many purposes. It requires them to find and effectively use academic sources for their research topic. The associated presentation for the in-class debate requires the student to consider the audience's comprehension of the material. This latter point facilitates a more careful construction of the paper. This debate presentation paper represents 10% of the total grade.

3. **WRITING FOR EVALUATION.** There are two exams, a mid-term and a final. The exams consist of a) multiple choice questions and b) essay questions where the students are asked to interpret the major themes of their texts. Students write their answers during the 1-1/2 hour class period. In evaluating the answers, the content as well as the construction of the essay are important. Half of the test points are accrued from the essay questions. These essay portions account for 25% of the total grade. The objective of the essays is to ascertain the students' ability to critically assess the key themes of the material covered in class and in the text.
  
4. **WRITING TO ENHANCE READING.** For the supplemental text, I have three writing assignments. Each one has a five-page requirement. I hand out specific questions that must be addressed (see attached). The objective is to ensure that students carefully read the text and that they focus on key elements. The writing assignments allow me to assess their comprehension of the material. They are also a means to encourage them to improve their writing skills. I also find that the discussion of the material is much more fruitful after these assignments have been concluded. These assignments are together worth 37.5% of the total grade.



### Summary of Writing Assignments

Assignment	# of Assignmts.	Total # of Pages	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
Essay Exams	2	4-8	yes	no	25
papers on assigned readings	3	15	yes	no	37.5
debate presentations	1	5	yes	yes	10
debate judgment papers	2	6	yes	no	10
<b>Total</b>	<b>8</b>	<b>30-38</b>	<b>n/a</b>	<b>n/a</b>	<b>82.5</b>

1

**Guidelines for Summaries and Analysis Assignments  
Latin American Political Systems**

For:

Ch. 2 in IADB Book "Demography: Threat or Opportunity"

Your essay should be at least 5 pages typed, 12 or 10 pt size letters, double spaced. You'll probably need to have more than 5 pages to cover all of the topics thoroughly.

At the end, include an analysis of the main points, your ideas on which subjects are the most important issues facing Latin America (among the points in this chapter).

In using quotes or referring to the material, please note the page # of the text in parenthesis.

Answer the questions below as thoroughly as possible. Please see me if you need any clarification on these questions/reading. I will be more than happy to discuss them with you.

**GRADING CRITERIA:** Your essays will be graded on how clearly and correctly you define the answer to EACH question, relying on the readings where necessary and adding your critique when your opinion is requested. Also the construction of your essay is important - e.g. paragraph format, sentence structure, grammar, spelling, etc. For this reason you are advised to go to the Writing Center. The IUP Writing Center is open to all students for help with writing assignments. Peer tutors are available to review your writing assignment with you and to help you compose or revise your drafts. The Writing Center is located in 218 Eicher Hall. Hours are Monday through Thursday 8:00 am to 4:00 pm and 6:00 pm to 9:00 pm; Friday 8:00 am to 3:00 pm. No appointment is needed. For more information, visit [www.wc.iup.edu](http://www.wc.iup.edu) or call 724-357-3029. You may also choose to hand in a draft version of your assignments for an evaluation by me. I will indicate what kind of improvements are warranted and let you know if you are off-track in any of your answers. You may then revise it and hand it in on the due date

Please be sure to address the following:

Why is Demography important?

How does age structure affect economic opportunities/problems?

How does demography affect social service expenditures, crime, and unemployment?

What is the theory of Demographic Transition? see diagram 2.1 Why has there been uneven demographic transition?

**What have been the trends in fertility rates worldwide – compare with Latin American countries. What countries have had the biggest declines?**

**What triggered the Demographic Transition in Latin America?**

**What are some recommendations for Labor Policies for Latin America?**

**What are some recommendations for Health Care Policy?**

**What are the concerns for Pension Systems in Latin America?**

Guidelines for Summaries and Analysis Assignments  
Latin American Political Systems

For:

Ch. 3 in IADB Book “Geography and Development” **Due Feb 24<sup>th</sup> (a Thursday)**

Your essay should be at least 5 pages typed, 12 or 10 pt size letters, double spaced.

At the end, include an analysis of the main points, your ideas on which subjects are the most important issues facing Latin America (among the points in this chapter).

In using quotes or referring to the material, please note the page # of the text in parenthesis.

Please be sure to address the following:

Why is Geography important? What are the two types of Geography? What is encompassed in the realm of each type?

How does geography affect economic opportunities/problems?

How does geography tend to affect some ethnic groups in a different manner from the majority or elite groups? Why does this chapter state that ignoring the impact of geography on development implies running the risk of ignoring ethnic minorities?

How does the productivity of land vary in Latin America? Why is having a port – access to the ocean important for a country? – i.e. why are landlocked countries at a disadvantage?

How are health conditions related to the geography of a region?

What is the impact of natural disasters on some Latin American countries? What can be done to alleviate this impact?

How does Latin America compare to the rest of the world in terms of urban concentration? What affect does this have on Latin American countries with high urban concentrations?

What association exists between crime and city size in Latin America? What accounts for this correlation?

What are some policies to overcome the limitations of geography? What do **you** think are the most important issues that need to be addressed? How would **you** address them?

Guidelines for Summaries and Analysis Assignments  
Latin American Political Systems

For: Ch. 4 in IADB Book **Due Tuesday March 29**

“Political Institutions, Accountability and Government Performance”

Your essay should be at least 5 pages typed, 12 or 10 pt size letters, double spaced.

At the end, include an analysis of the main points, your ideas on which subjects are the most important issues facing Latin America (among the points in this chapter).

In using quotes or referring to the material, please note the page # of the text in parenthesis. Don't overdo the quoting! Primarily I want **your analysis** of the text. See me, e-mail me or phone me if you have questions. 109 Keith Annex, [wheeler@iup.edu](mailto:wheeler@iup.edu), 7-2683.

Please be sure to address the following:

Why is it said that most Latin American countries still have a way to go to reach a more democratic form of government?

What are some of the ways in which the Freedom House measures the extent of democracy in a country?

How does satisfaction with democracy differ according to human characteristics?

In which ways do many Latin American countries favor the wealthier or better-educated citizens?

How does political participation differ according to levels of education and income?

Explain the “index of incentives to cultivate personal relations with voters.” How does Latin America compare to other regions of the world when measured by this index?

How does Latin America compare to other regions in terms of Press Freedom? Why is Press Freedom important in political institutions?

Explain the precarious position of those in the Judiciary in many Latin American countries.

How is the level of participation in elections (voter turnout) related to government spending levels?

Among the topics in this chapter, which area do you think merits the most concern, attention? Why? What remedies would you recommend?

**Indiana University of Pennsylvania**  
**The Liberal Studies Program**

certifies that

*Sarah M. Wheeler*

has participated in the *IUP Writing Workshop*  
with facilitator Dr. Matthew Willen

May 20 and 21, 2002



*Mary E. Sadler*

Mary E. Sadler  
Director  
Liberal Studies