



Class details

BPEP-UB 9044001 / POL-UA 9530 Politics of Latin America

Fall 2015

Mondays 6:15pm-9:15pm

Location to be confirmed.

Instructor Details

office hours: Room 201, Available by advance appointment on Mondays 3-5pm, or contact by e-mail

Prerequisites

Pre-requisites include successful completion of one of the following courses: (1) Comparative Politics (POL-UA 500) at the Square, (2) International Politics (POL-UA 700) at the Square, or (3) World Politics in London. A course in Macroeconomics is recommended.

Class Description

Latin America has long been recognized as the world region with the highest levels of economic inequality. Contestation around this state of affairs has been and continues to be central to political dynamics throughout the region. This seminar reviews literature devoted to explaining the unequal distribution of resources and power in Latin America, with particular attention given to structural features of the region's economies, the configuration of social and political interests and the distributive impact of different combinations of public policies. Perspectives from political economy and political sociology will be deployed in an effort to understand and explain apparent improvements in income and resource distribution during the past several years and consider the precariousness of these advances in the face of the current economic slowdown in the region. Although Latin America provides the geographic focus of the course, we will engage broader currents of thinking about how inequalities arise and persist over time both in that region and elsewhere.

The central objective of the seminar is to familiarize students with key aspects of contemporary Latin American political economy and to situate distributive trends both historically and in light of the core development challenges facing the region in the 21st century. The overarching perspective will be regional, but students will be encouraged to delve deeply into the experience of particular countries, analyzing how political and economic factors have converged to shape the contours of inequality in distinctive settings. Assigned readings analyze a wide range of countries and draw from several disciplines, including political science, economics, sociology, history, anthropology and geography.

Desired Outcomes

As a result of completing this course, students will:

1. know trends in Latin American politics, with a particular emphasis on economic and social development;
2. understand the variety of scholarly explanations for failures and successes of development in Latin America;
3. analyze key policy issues relevant to the region more effectively;
4. know key sources for knowledge on Latin American political economy;
5. improve research skills, learn how to identify and use scholarly sources in writing, and integrate data and theory into cogent arguments.

Assessment Components

Participation	10%
Week's news discussion and summary	5%
4 Memos (5 points each--two in first half of the semester)	20%
Discussion Leadership and Summary	15%
Research Paper Abstract	15%
Final Research Paper	35%

1. Participation [10 points]: Beyond your role as a discussion leader of one seminar session, you are expected to fully engage in discussion and debates. Students are expected to complete the assigned readings *prior* to class. Excellent contributions to class discussion show knowledge of the readings and build on the readings. If you encounter difficulties participating in class, please discuss these with the professor.

2. Week's news briefing [5 points]: At least once during the semester, you will be required to brief the class and help lead a short discussion of some news item(s) **from the previous week** relevant to Latin American political economy. These can be based on your reading of weekly publications, such as *The Economist*, or the *Latin American Week in Review*, as well as daily newspaper articles (e.g., New York Times, Washington Post, Los Angeles Times, Wall Street Journal, Financial Times, Guardian, etc.), significant articles from other magazines. If you read Spanish or Portuguese, you may also draw from national and international news sources in those languages. You should prepare a short summary of key points in the article(s) you read to make sure you're prepared to provide a clear and informative briefing (3-5 minutes should suffice). I will send around a Doodle poll during the first week to allow you to sign up for your preferred week. Note: you are encouraged and expected to follow the news on Latin America, and the world generally, even when it isn't your week to provide the briefing. So please be prepared to discuss "what's new" on a weekly basis and to thoughtfully engage in discussions with your peers.

3. Memos [20 points]: As a collaborative effort, this course depends on active participation from each student every week. Attendance is mandatory. Every student will prepare **4 memos** on the readings of no more than 500 words over the course of the semester. Three memos should be completed before thanksgiving. Students will circulate these to the class (and me) via email by **5 P.M. on the Sunday prior to Monday's class meeting**. These are not simply summaries and should discuss **at least 2** of the week's readings (you may of course discuss all of the readings, which might make critical engagement easier, but brevity more difficult). Make sure to indicate which readings you are discussing by including the full citations at the top of the memo and using parenthetical citations where appropriate within the text. Your memos should critically engage with the readings by highlighting agreements and disagreements between authors (be they

explicit or implicit). You should also address the “so what?” question. That is, why is this important? What are the scholarly and practical implications of the research? The memos will each be worth *5 points*. You will not complete a memo on the week when you lead the class discussion. If you complete more than 4 memos, I will count your highest 4 scores for your grade.

3. Discussion Leaders and Summaries [15 points]: Once during the semester you will present the week’s readings to the class and lead the discussion (you will not complete a memo this week). You and your partner (if you have one) should produce a written summary of the readings (2 – 3 pages, double spaced). In contrast to the memos, the weekly class leaders’ written memos are to be true summaries; leaders will prepare a presentation on the readings. PowerPoint or other visual aids may be employed, but are NOT required. Leaders also help direct class discussion and prepare questions for this purpose. Leaders will circulate their summaries to the class via email by **5 P.M. on the Sunday prior to Monday’s class meeting**. During the first week of classes I will circulate a sign-up sheet so you can select which week you will present.

4. Paper Proposal/Abstract [15 points]. Your proposal should be submitted to me via email by **5:00 pm on Sunday, September 27th**. We will dedicate a significant portion of Tuesday’s class to discussing your paper topics. I will likely divide you into groups of 4 or 5 students and allow you time to discuss your proposals and give each other constructive feedback. These don’t have to be 100% refined and finalized, but by this point I want you to have given some serious thought (and preliminary background research) on a theoretical or policy oriented topic. The proposal should include 1) a research question, 2) a brief mention of what the different possible answers are (aka, competing hypotheses), 3) how you will go about evaluating these arguments for your case(s) (i.e., methods).

5. Final paper [35 points]. Prepare either a theory driven or policy-oriented paper of approximately 5,000 words, addressing strategies for reducing inequalities in specific settings or another topic relevant to the study of Latin American political economy, selected in consultation with the instructor. Where appropriate, you should consult and present data to evaluate competing arguments (whether theoretical or policy-oriented) and support your thesis. This might include collection of data from national or international sources (I will provide a list of useful sources), systematic collection of information from government reports, etc. All papers should draw upon and cite multiple readings from the course and additional academic sources beyond the course readings relevant to your topic.

There is also the opportunity for **five extra points** for those who present their final papers to the class at some point during the semester before the Thanksgiving break. You must do **ALL** of the following:

- Confirm with the professor at least 24 hours before the class during which you would like to present your paper.
- E-mail your paper to the professor by midnight the Sunday before you plan to present.
- Give a short (roughly 5 minutes) presentation of your paper to the class and respond to questions from the instructor and your classmates.

Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Grade conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	65-66	D
83-80	B-	below 65	F
79-77	C+		

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student's final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor's note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student's final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting

missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Late Submission of Work

- 1) Written work due in class must be submitted during the class time to the professor.
- 2) Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9–5, M–F.)
- 3) Late work will be reduced by 5 percentage points (e.g., a 90% becomes an 85%) for every day it is late, including weekends.
- 4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
- 5) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Students with Disabilities

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website (<http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html>) for further information.

Plagiarism Policy

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it

oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

<http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>

<http://gls.nyu.edu/page/gls.academicintegrity>

<http://cas.nyu.edu/page/academicintegrity>

<http://nyu.libguides.com/content.php?pid=123054&sid=1057581>

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the Office of Academic Support in writing via email at least one week in advance before being absent for this purpose.

Required Text(s)

Panizza, Francisco. 2009. *Contemporary Latin America: Development and Democracy Beyond the Washington Consensus*. London: Zed Books.

Supplemental Texts(s) (i.e., not required for purchase)

Required book chapters and articles will be posted on NYU classes, as will most recommended materials. Other recommended articles are available through the library, Google Scholar, etc.

Beyond our weekly course readings, students should stay up-to-date on events and issues in the region, which we will often discuss at the beginning of class sessions. Valuable sources include *The New York Times*, *The Washington Post*, and *The Economist*. See also the *Latin American Weekly Report*, *Latin American Regional Report*, and the Latin America & the Caribbean page of the *Financial Times* (<http://www.ft.com/world/americas>).

Internet Research Guidelines

N/A

Additional Required Equipment

N/A

Session 1 – Monday, August 31, 2015

Introduction to the Seminar and Participants

Session 2 – Monday, September 14

Political Economy and Development

Sen, Amartya. 2002. *Development as Freedom*. Chpts. 1 and 2, pp. 13-53.

Bates, Robert. 1990. "Macropolitical economy in the field of development." In Alt and Shepsle (eds.), *Perspectives on Positive Political Economy*. Chapter 2, pp. 31-54.

North, Douglass C. 1997. "Some Fundamental Puzzles in Economic History/Development" in W. Brian Arthur, Steven N. Durlauf, and David A. Lane (eds.), *The Economy as an Evolving Complex System II*. Addison-Wesley.

Session 3 – Monday, September 21, 2015

"The Lopsided Continent:" Historical and Institutional Roots of Latin American Inequality and Underdevelopment

Acemoglu, Daron and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Business. Chapter 1, pp. 7-44.

Hoffman, Kelly and Miguel Centeno. 2003. "The Lopsided Continent: Inequality in Latin America," *Annual Review of Sociology* 29 (August 2003): 363-390.

Coatsworth, John H. 2009. "Inequality, Institutions and Economic Growth in Latin America," *Journal of Latin American Studies* 40, 3.

Recommended:

Ewout Frankema, "Exploring the Causes and Consequences of Land Distribution," in Stephan Klasen and Felicitas Nowak-Lehmann, eds., *Poverty, Inequality and Policy in Latin America*. Cambridge: MIT Press, 2009, pp. 19-47.

Session 4 – Monday, September 28, 2015

→PAPER PROPOSALS DUE 5:00 pm on SUNDAY, SEP. 27th

Dependency, Development, and Inequality

Cardoso, Fernando Henrique, and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press. Preface to the English Edition, Chapter 6, and Conclusion.

Engerman, Stanley L., and Kenneth L. Sokoloff. 1997. "Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies: A View from Economic Historians of the United States," in Stephen Haber (ed), *How Latin America Fell Behind: Essays on the Economic Histories of Brazil and Mexico, 1800-1914*. Palo Alto: Stanford University Press.

Peter Evans. 1979. *Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil*. Princeton: Princeton University Press. Chapter 1.

Recommended:

Andres Velasco, "Dependency Theory a Generation Later," *Foreign Policy*, Nov./Dec. 2002.

Valenzuela, J. Samuel and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics*, 10, 4, July 1978.

Activity: We will use a significant portion of today's class to discuss and critique each other's proposals.

Session 5 – Monday, October 5, 2015

The Rise of the Washington Consensus and Contemporary Latin American Political Economy

Panizza, Introduction and chapters 1 – 8 (pp. 1 – 167)

Recommended:

Hector Schamis, 1999. "Distributional Coalitions and the Politics of Economic Reform in Latin America," *World Politics* 51.

Lustig, Nora, Luis F. Lopez-Calva, and Eduardo Ortiz-Juarez. 2013. "Declining Inequality in Latin America in the 2000s: The Cases of Argentina, Brazil, and Mexico." In *World Development* 44, pp. 129–141.

Recommended:

Hershberg, Eric. 2008. "A Fragmented Landscape: Economic Restructuring and Employment in Latin America in the Age of Globalization." In *Nueva Sociedad* 214 (March-April).

Session 6 –*TUESDAY, October 13*** Make-up day for Fall break**

Guest Lecture Planned, Possibly on Environmental Politics and Extractive Industries in Ecuador

[Professor Teaches at GWU on Tuesdays]

Readings to be determined

Session 7 – Monday, October 19, 2015

Varieties of Capitalism in Latin America and the Middle-Income Trap

Schneider, Ben Ross. 2009. "Hierarchical Market Economies and Varieties of Capitalism in Latin America." *Journal of Latin American Studies* 41, 553–575.

Foxley, Alejandro. 2014. "Groundwork for Inclusive Development Responses to Emergent Challenges for Latin American and Caribbean Economies." CLALS Working Paper Series, 5. Washington, DC: Center for Latin American and Latino Studies, American University.

Recommended:

Peter A. Hall and David Soskice. 2001. "An Introduction to Varieties of Capitalism," in Peter A. Hall and David Soskice (eds.), *Varieties of Capitalism : The Institutional Foundations of Comparative Advantage*. (New York, 2001), pp. 1–68. []

Thelen, Kathleen. 2012. "Varieties of Capitalism: Trajectories of Liberalization and the New Politics of Social Solidarity," *Annual Review of Political Science*, Volume 15 (June 2012). Downloadable at:
http://cadmus.eui.eu/bitstream/handle/1814/21760/MWP_LS_2012_03_Thelen.pdf?sequence=1

Session 8 – Monday, October 26

Expected Cuba Symposium with Members of Congress and expert panel

Morris, Emily. 2014. "Unexpected Cuba," in: *The New Left Review* 88 (July/August, 2014): 5-45.

Feinberg, Richard. 2013. *Soft Landing in Cuba? Emerging Entrepreneurs and Middle Classes*, Brookings Institution Latin America Initiative.
<http://www.brookings.edu/~media/Research/Files/Reports/2013/11/cuba%20emerging%20entrepreneurs%20middle%20classes%20feinberg/cuba%20entrepreneurs%20middle%20classes%20feinberg.pdf>

Session 9 – Monday, November 2, 2015

The State, Taxes, and Development

Evans, Peter, and Patrick Heller. "Human development, state transformation and the politics of the developmental state." *The Oxford Handbook of Transformations of the State*. Oxford University Press, Oxford (2013).

Mahon, James E. 2011. "Tax Reforms and Income Distribution in Latin America," in Merike Blofield, ed. *The Great Gap: Inequality and the Politics of Redistribution in Latin America*. Pennsylvania State University Press, pp. 313-347.

Gomez Sabaine, J., and J. Jimenez. 2012. "Tax Structure and Tax Evasion in Latin America." *Macroeconomia del Desarrollo* 118. CEPAL. Read Section I (Intro), Section VIII (Summary and conclusions), and select ONE additional body section that you find most useful/interesting.

Recommended:

Fairfield, Tasha. 2015. *Structural power in comparative political economy: perspectives from policy formulation in Latin America*. *Business and Politics* (In Press) []

Cheibub, Jose Antonio. 1998. "Political Regimes and the Extractive Capacity of Governments: Taxation in Democracies and Dictatorships." *World Politics*, Vol. 50, No. 3.

Kaufman, Robert, and Segura, Alex. (2001). "Globalization, Domestic Politics, and Social Spending in Latin America." *World Politics* (July) pp. 553-87.

Wibbels, Erik and Moises Arce, (2003). "Globalization, Taxation and Burden-Shifting in Latin America." *International Organization*, Vol. 57, No. 1 (Winter).

Session 10 – Monday, November 9, 2015

Societal Tolerance for Inequality

Blofield, Merike. 2011. "Public Opinion on Income Inequalities in Latin America," in Merike Blofield, ed. *The Great Gap: Inequality and the Politics of Redistribution in Latin America*. Pennsylvania State University Press, pp.147-184.

Hirschman, Albert O. and Michael Rothschild. 1973. "The Changing Tolerance for Income Inequality in the Course of Economic Development." *The Quarterly Journal of Economics* 87.4: 544-566.

Fukuyama, Francis. 2011. "Dealing with Inequality." *Journal of Democracy* 22, 3: 79 – 89.

Recommended:

Reis, Elisa P. 2011. "Elite Perceptions of Poverty and Inequality in Brazil," in Merike Blofield, ed. *The Great Gap: Inequality and the Politics of Redistribution in Latin America*. Pennsylvania State University Press, 2011, pp. 89-108.

Session 11 – Monday, November 16, 2015

Mexico 20 Years After NAFTA

Hanson, Gordon. 2010. "Why Isn't Mexico Rich?" *National Bureau of Economic Research (NBER)*, Working Paper 16470. <http://www.nber.org/papers/w16470>.

Peters, Enrique Dussel, and Kevin P. Gallagher. "NAFTA's uninvited guest: China and the Disintegration of North American trade." *CEPAL Review* 110, August, 2013: 83-108.

Esquivel Hernandez, Gerardo. 2015. *Extreme Inequality in Mexico: Concentration of Economic and Political Power*. Oxfam Mexico.

Recommended:

Zepeda, Eduardo, Timothy A. Wise, and Kevin P. Gallagher. 2009. "Rethinking Trade Policy for Development: Lessons from Mexico under NAFTA." *Policy Outlook*.

Gallagher and Porzecanski. 2010. *The Dragon in the Room: China and the Future of Latin American Industrialization*. Stanford University Press. Chpts. 5 & 6, pp. 83-135.

Holzner, Claudio A. 2008. "The Poverty of Democracy: Neoliberal Reforms and Political Participation of the Poor in Mexico." *Latin American Politics and Society* 49, 2: 87-122.

Session 12 – Monday, November 23, 2015

Central America: Weak States and Transnationalization

Schneider, Aaron. 2012. *State-Building and Tax Regimes in Central America*. Cambridge University Press, Chpts. 2 and 3, pp. 25-79.

Bull, Benedicte. 2013. "Diversified Business Groups and the Transnationalisation of the Salvadorean Economy." *Journal of Latin American Studies* 45, 2: 265-295.

Recommended:

Franzoni, Juliana Martínez and Diego Sánchez-Anchochea. 2013. "Can Latin American Production Regimes Compliment Universalistic Welfare Regimes? Implications from the Costa Rican Case." *Latin American Research Review* 48, 2: 148-173. []

Session 13 – Monday, November 30, 2015

South America: Diversified Global Integration and the Commodities Boom

Gallagher and Porzecanski. 2010. *The Dragon in the Room China and the Future of Latin American Industrialization*. Stanford University Press. Chpts 1 & 2, pp. 1-38.

Sebastian Etchemendy and Ruth Berins Collier. 2007. "Down but Not Out: Union Resurgence and Segmented Neocorporatism in Argentina (2003–2007)." *Politics and Society* 35, 3: 363–401. []

Campello, Daniela. 2011. "The Politics of Redistribution in Less Developed Democracies: Evidence from Brazil, Ecuador, and Venezuela." In Merike Blofield, ed. *The Great Gap: Inequality and the Politics of Redistribution in Latin America*. Pennsylvania State University Press, pp. 185-216.

Recommended:

Fairfield, Tasha. 2010. "Business Power and Tax Reform: Taxing Income and Profits in Chile and Argentina." *Latin American Politics and Society* 52 (2): 37-71.

Rius, Andrés. 2013. "The Uruguayan Tax Reform of 2006: Why Didn't It Fail?" Wilson Center Latin American Program. Available at http://www.wilsoncenter.org/publication/Uruguay_Taxation_2013.

Bebbington, Anthony, et al. 2008. "Mining and Social Movements: Struggles Over Livelihood and Rural Territorial Development in the Andes." *World Development*, 36, 12: 2888–2905.

Miguel Jaramillo and Jaime Saavedra, "Inequality in Post-Structural Reform Peru: The Role of Market Forces and Public Policy," in Lopez-Calva and Lustig, pp. 218 – 244.

Session 14 – Monday, December 7, 2015

Political Economy and the Future of Latin American Politics

Smith, William C., et al. 2014. "Special Section: Political Economy and the Future of Latin American Politics." *Latin American Politics and Society* 56, 1: 1-33.

Francisco Panizza, *Contemporary Latin America: Development and Democracy Beyond the Washington Consensus*. London: Zed books. Chpts. 9-10 pp. 197 -255.

Session 15 – Monday, December 14, 2015

→FINAL PAPERS DUE IN CLASS

Classroom Etiquette

Show respect to me and to your colleagues by paying attention and actively participating in class.

I insist that cellular phones be silenced during class, and more importantly, that you do not use them except for approved activities.

If you are conducting private conversations, Instant Messaging friends, sleeping in class, reading during lectures and discussions, or otherwise detracting from the learning environment, such acts will be noted and your participation grade will suffer.

I encourage you to avoid the temptation to check Facebook or email, send (or receive an instant messages), etc. by taking notes the old fashioned way. In fact, recent research suggests that you retain information better when taking notes by hand as opposed to using a laptop (<http://www.npr.org/2015/05/27/408794237/in-a-digital-chapter-paper-notebooks-are-as-relevant-as-ever>)

If you do take notes or consult articles on your laptop, tablet, etc., please disassemble your wireless connection and close your internet browser and any windows or apps not being used for the course.

If there is a need to consult the internet to enrich our discussion, we can do that as a class.

Required Co-curricular Activities

Over the course of the semester I may schedule guest speakers, or 'field trips' to relevant events taking place in DC. I will provide sufficient advanced notice, but these activities will be required, should they occur.

Suggested Co-curricular Activities

I may also suggest that students attend relevant meetings and events in DC that do not occur during class time, but won't make these required without the consent of two-thirds of the class. Should you be one of the dissenting one-third, I will be considerably more flexible with the attendance policy than for off site events that occur during regularly scheduled class time.

Your Instructor