

MAR 8 2013

DB

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/11/2013

1b. Department/Division: College of Arts & Sciences

1c. Contact Person

Name: Carlos de la Torre

Email: c.detorre@uky.edu

Phone: 859-257-6891

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: INT 350

2c. Full Title: Special Topics in International Studies (Subtitle required)

2d. Transcript Title: Spc Tops in IS: (SR)

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 1 - 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1-3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: Course will focus on selected topics drawn from various areas of International Studies taught by faculty members with special interests and competence. The course is variable credit and may be repeated up to a maximum of 12 credits under different subtitles.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Winter,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|WF-BATCH|Batch User|Get the department head person|20120426

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW INT 350|20120426

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE_NEW INT 350|20121009

e

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate F

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 1472	INT350specialtopicsyllabus.doc

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Today's Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text"/> Lecture	<input type="text"/> Laboratory ⁴	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text" value="1 - 3"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Course will focus on selected topics drawn from various areas of International Studies taught by faculty members with special interests and competence. The course is variable credit and may be repeated up to a maximum of 12 credits under different subtitles.

k. Prerequisites, if any:

none

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected?

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

It is a course that is of interest to students in the social sciences and humanities.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement^s for ANY program? Yes No

If YES^s, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- ☐ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ☐ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ☐ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, are two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ☐ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ☐ In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#) [Delete Form Data and Attachments](#)

INT 350
Special Topics in International Studies: Populism in Comparative Perspective

Monday and Wednesday 4-5:15 Whitehall Classroom Building, Room 217

Professor: Carlos de la Torre
Office Address: POT 1533
Email: c.delatorre@uky.edu
Office Phone: 257-6891

Office hours: Monday and Wednesday
2:30 to 3:30 PM or by appointment

Course Description:

This course compares the relationships between populism and democracy in Latin America, Europe, and the US. We will study the democratizing and authoritarian outcomes of discourse that pit the people against political and economic elites. We will review different theories and methodologies to study populist discourses and ideologies. We will comparatively analyze how appeals to the people are used by contemporary movements, parties and governments in the US, Europe, and Latin America.

Course Objectives

1. To study the tensions between authoritarianism and democratization in populism.
2. To teach students to systematically compare different theories of populism.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Understand different theories and methodologies to study populism.
2. Analyze the similarities and differences between right wing and left wing populism.
3. Understand the relationship between populism and democracy in different historical contexts.

Required Materials:

Required Book: Charles Lindholm and Pedro Zúquete, *The Struggle for the World. Liberation Movements of the 21st Century*, Stanford University Press, 2010.

All of the readings will be available in Blackboard.

Course Assignments

We will have four course assignments. Four short 5 pages papers on the readings. The dates when the assignments are due are marked in the course schedule.

Course Grading

Four short 5 pages essays, **80%** of the total grade (20% of the grade each)

Class presentations of the material, **10%** of the total grade

Reading the material for class (possible quizzes) **10%** of the total grade

Students will be given an evaluation of applicable coursework in the form of a mid-term grade by the mid-term period. The final grade will consist of a cumulative grade of all assignments.

Undergraduate Grading scale:

90-100% = A

80 - 89% = B

70 - 79% = C

60 - 69% =D

59% and below= E

Course Policies:

Submission of Assignments:

Papers will be submitted on the date marked in the course calendar. I will not accept papers that are late.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Make-up policy for missed work:

Students are eligible to complete make-up work for excused absences at the earliest opportunity; students should consult instructor when they present written excuses for absences.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor,

but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies

Cellphones have to be off during class.

Course Schedule

January 11 Introduction to the course

January 16 Academic Holiday no class

Defining Populism

January 18 Cas Mudde, "The Populist Zeitgeist", *Government and Opposition*, 2004.

January 23 Kurt Weyland, "Clarifying a Contested Concept: Populism in the Study of Latin American Politics"

January 25 Ernesto Laclau, "Populism: What's in a name?"

January 30 Carlos de la Torre, *Populist Seduction in Latin America*, chapter 2, Ohio University Press.

February 1 Kirk Hawkins, "Is Chávez Populist?" *Comparative Political Studies* 42 (8) 2009.

February 6 Karen Kampwirth, "Introduction" in *Gender and Politics in Latin America*, p1-24.

Right-Wing Populism

February 8 Movie on George Wallace, First paper due in class

February 13 Joseph Lowndes, "From Founding Violence to Political Hegemony: The Conservative Populism of George Wallace".

February 15 Vanessa Williamson, Theda Skocpol, and John Coggin, "The Tea Party and the Remaking of Republican Conservatism".

February 20, Ron Formisano, "Populist Currents in the 2008 Presidential Campaign" *The Journal of Policy History* Vol. 22 (2), 2010,

February 22, Lindholm and Zúquete, *The Struggle for the World*, chapter 3, chapter 1 is strongly suggested.

February 27, Cas Mudde, "The Populist Radical Right: A Pathological Normalcy" *West European Politics*, Vol. 33, No. 6, 1167–1186, November 2010. In Blackboard the name of the file is Cassmudde

February 29, Kenneth Roberts, "Neoliberalism and the Transformation of Populism in Latin America: The Peruvian Case" *World Politics* 48 (1) 1995. Second assignment distributed in class

March 5 Cas Mudde and Cristóbal Rovira Kaltwasser, "Voices of the Peoples: Populism in Europe and Latin America Compared".

March 7 second essay due; movie Oliver Stone's *South of the Border*

March 12-14 Spring Break, no class

Left-Wing Populism

March 19, Lindholm and Zúquete, chapter 2

March 21, Margarita López Maya and Alexandra Panzarelli, Populism, Rentierism, and Socialism in the 21st Century: The Case of Venezuela".

March 26, Sujatha Fernandes, "Gender, Popular Participation and the State in Chávez' Venezuela" in Karen Kampwirth, ed., *Gender and Politics in Latin America*, (under gender and Politics in Blackboard).

March 28 Nancy Postero, Morales's MAS Government: Building Indigenous Popular Hegemony in Bolivia, *Latin American Perspectives* 37 (3) 2010

April 2 Movie *Cocalero*, third paper due in class

April 4 No class

April 9 César Montúfar, Rafael Correa and his Citizen Revolution

April 11 Carlos de la Torre, "Corporatism, Charisma, and Chaos: Ecuador's Police Rebellion in Context, *NACLA* January-February 2011. (NACLA in Blackboard)

April 16 Kurt Weyland "The Rise of Latin America's Two Lefts. Insights from Rentier State Theory", *Comparative Politics* 41 (2), 2009, 145-164; and Dimitrov, "Popular Autocrats"

April 18 Lindholm and Zúquete, chapters 4 and 6

April 23 Open Class

April 25 fourth essay due

No final exam