

LATIN AMERICAN AND CARIBBEAN STUDIES  
POLITICAL SCIENCE DEPARTMENT  
HUNTER COLLEGE

POLSC 272.19, Government and Politics in Brazil [Code #####]  
LACS 330.51, Field Course in Brazil [Code #####]

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Winter 2013

GOVERNMENT AND POLITICS IN BRAZIL  
BRAZILIAN HISTORY, POLITICS, AND SOCIETY

LACS 330.51 / POLSC 272.19 is a field course in Salvador (Bahia) Brazil to analyze key aspects of the historical legacy and contemporary realities of the Brazilian political and social systems. Readings and discussion will treat authoritarianism, the transition to democracy, current successes and failures of Brazilian democracy, economic policy, and the role of social movements and popular culture. Especially in the Bahian context, it will examine globalization, socioeconomic inequality, and the history and legacies of slavery and racism.

**Why Brazil?** Brazil is the world's fifth largest country and the fifth most populous. It has the world's sixth largest economy and has received much media attention as one of the rising new economic powers, the "BRICS." It is a fascinating nation of contrasts and contradictions—of poverty and wealth, of the privileges and the deprivations of race and class, and of economic leaders employing cutting-edge technology while many labor under primitive conditions. After 20 years of authoritarian rule following the military coup of 1964, social movement activists, opposition politicians, and some social and political elites forced a negotiated end to the dictatorship and wrote the democratic constitution of 1988. In this new Brazil, the once-imprisoned labor leader, Lula, was elected to two successful terms as President of the Republic, and his Workers Party successor, Dilma Roussef, Brazil's first woman president, is now governing with broad and deep popular support. We will see that the realities of society and politics in Brazil are complex, and both encouraging and sobering.

**Why Salvador?** Capital of colonial Brazil and a stunning UNESCO World Heritage site, Salvador, with 3 million inhabitants, is now Brazil's third most populous city, 1000 miles up the coast from Rio de Janeiro. It was the center of the colonial sugar industry and one of the principal ports of entry for African slaves brought to work in that industry. Peopled at independence by Portuguese, enslaved Africans, and Amerindians, Salvador presents itself today as the most African of Brazilian cities, where culture, religion, foods, and, especially, music and the plastic arts all revel in their pluralistic ethnic roots. The contradictions of race and class are clearly evident. For graphic and audio illustrations of Salvador and its creative spirit, visit the rich website created by "Pardal," a transplanted New Yorker, <http://www.bahia-online.net/TheMusicandDanceScene.htm> and the links it gives.

Complementing the in-class seminars, this field program will visit museums, churches, monuments, markets, and performance spaces—sites that reflect the history of colonial Portuguese rule, the oppressions of slavery, the expressions of resistance in the popular culture, and the multiculturalism that is Bahia today. There will also be a day trip to Cachoeira and São Felix, historically important inland sugar-boom towns on the Paraguaçu River.

The following are required texts:

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008).

Kottak, Conrad Phillip. *Assault on Paradise: The Globalization of a Little Community in Brazil*, 4<sup>th</sup> ed. (McGraw-Hill, 2006).

Additional readings will be available via the internet or posted on Blackboard or on electronic reserves (ERes) <http://hunter.docutek.com/eres/> . Blackboard is accessed through the CUNY Portal (instructions at <http://www.hunter.cuny.edu/icit/help-docs/the-cuny-portalid> ). There is an alternate login link on the Blackboard info page, along with other helpful information at <http://bb.hunter.cuny.edu/> . If you seem blocked from Blackboard (usually because there is a problem at the Portal), try the latter link.

Course requirements include: reading and reflecting on the assigned readings and participation in discussion on them (15%); participation in field experiences and cultural events (5%); a final exam, on January 23 (30%); keeping a daily diary with your assessments of the day's experiences; a brief (5 pages) paper discussing your experiences and reflections on this study-abroad experience, drawn from your diary entries and due February 4 (20%); and the final research paper, due no later than March 11 (30%). This paper is due after our return to New York, to allow materials covered during the course to inspire one's choice of topic, and then to enable students to take advantage of the library and on-line resources of CUNY before turning in the final draft. Students must consult with the instructor about research topics. Guidelines for effective critical and analytic prose are offered in the writing tipsheet that accompanies this syllabus. The papers must be submitted in hard copy and also through Turnitin.com, according to the instructions posted on Blackboard.

Attendance is required, because in a colloquium-discussion course all students serve as resource persons for their colleagues. Our on-the-ground experiences in Bahia will provide important topics for discussion and for the short paper. Grades will be based on all of the above, following the percentages indicated.

The instructor has designed this course to enable students to develop their abilities to read critically; to think comparatively and logically; to write and discuss critically and analytically, organizing their thought into effective analyses or arguments; to acquire knowledge about socioeconomic modernization and about the Brazilian political system; and to take advantage of the unique opportunities that field experiences provide for learning and growth.

At Hunter during the Fall 2012 semester, my office hours are: Tuesday, 3:40-4:10 and 7:00-7:30; Thursday, 4:30 to 5:00; and by appointment, in room HW1720 (tel. 212-772-5498). My e-mail addresses are: [Kenneth.Erickson@hunter.cuny.edu](mailto:Kenneth.Erickson@hunter.cuny.edu) and [kpe973@gmail.com](mailto:kpe973@gmail.com) . If you have a junk-mail filter in your email account, please be sure to program it to accept email from both of my addresses. When corresponding with me about this class, please send the message to both of my addresses, and be sure to put the course number "330" in the subject line, to route your message into a priority inbox for this course.

## COURSE OUTLINE AND ASSIGNED READINGS

### **I. INTRODUCTION.**

#### **A. ORIENTATION SESSION AND INTRODUCTION TO SALVADOR.**

#### **B. CONTEMPORARY BRAZIL IN THE WORLD ECONOMY AND INTERNATIONAL POLITICS.**

"Brazil Takes Off," Special section of *The Economist*, Nov 14, 2009. [Filename: BrazilEconomist2009.doc], and

"Brazil's Bolsa Família: The limits of Brazil's much admired and emulated anti-poverty programme," *The Economist*, July 29, 2010. [Filename: BzBolsaFamiliaEconomist2010.doc]

DVD: *The Miracle of Candeal* (2005), Director Fernando Trueba.

### **II. HISTORICAL AND CONCEPTUAL OVERVIEW: THE BRAZILIAN POLITICAL SYSTEM.**

#### **A. Interpretive Concepts: Paradigms and Research Findings.**

"Erickson's notes on science and paradigms," 1-9, and Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 3rd ed., (U. of Chicago Press, 1996), 10-21. [Filenames: NtParadigms.doc and KuhnParadigmsRouteToNormalSci1996.pdf]

#### **B. Interpretive Concepts: Corporatism, Dependency, Populism, Democratization, Citizenship.**

K. P. Erickson, "Brazil: Corporative Authoritarianism, Democratization, and Dependency," in Howard J. Wiarda & Harvey Kline (eds.), *Latin American Politics and Development*, 2nd ed. (Westview, 1985), 160-192. [Filename: BrazilCorpDemDepKPE1985.pdf]

Erickson's updated notes on dependency. [Filename NtDepCapDevelEricksonPeppe1976.doc]

### **III. THE BRAZILIAN POLITICAL SYSTEM: CONSOLIDATION OF CONTEMPORARY DEMOCRACY.**

#### **A. Overview of Contemporary Brazilian Democracy.**

Frances Hagopian, "Politics in Brazil," in Gabriel Almond et al. (eds.), *Comparative Politics Today: A World View*, 9th ed. (Longman, 2008), 506-516, 548-557, 516-548 (esp 537-548). [Filenames: BrazilPolHagopian2008\_1.pdf, BrazilPolHagopian2008\_2.pdf, BrazilPolHagopian2008\_3.pdf]

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008), Preface and Ch 1.

## **B. The Workers' Party in Power, and Questions about its Legacy.**

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008). Chs 2-3.

## **C. Political Institutions and Political Participation.**

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008). Chs 5-6.

[Link to online map of presidential election results:

<http://eleicoes.uol.com.br/2010/raio-x/2/presidente/votacao-por-estado/> ]

## **D. Policy Challenges in Democratic Brazil.**

### **1. Economic Reform from Cardoso to Lula.**

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008). Ch 7, especially pp. 137-150, 156-160.

Review *The Economist*, "Brazil Takes Off," Nov 14, 2009.

Visit to Cachoeira, São Felix, Santo Amaro.

### **2. Social Policy Reforms and Successes from Cardoso to Lula.**

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008). Ch 8, especially pp. 161-173, 181-184.

K.P. Erickson, "Political Leadership, Civil Society, and Democratic Consolidation: Stereotypes, Realities, and Some Lessons that Academic Political Analysis May Offer to Democratic Governments," For the Conference on Democratic Transition and Consolidation, (Madrid, Spain, October 18-20, 2001). [Filename: EricksonMADRIDtext1104h23MSW60.doc ]

Review "Brazil's Bolsa Família: The limits..." *The Economist*, July 29, 2010

### **3. Public Security and Police Reform: Challenges, Frustrations, and Failures from Cardoso to Lula.**

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008). Ch 9, especially pp. 161-173, 181-184.

Arias, Enrique Desmond, "The Dynamics of Criminal Governance: Networks and Social Order in Rio de Janeiro," *Journal of Latin American Studies*, vol 38, No. 2 (May 2006), 293-325.

[Filename: AriasDynamicsCrimGovernanceRio2006.pdf ]

DVD: *Bus 174* (2002), Director José Padilha.

#### **4. Race, Class, and Social Change in Democratic Brazil.**

Kingstone, Peter R., & Timothy J. Power (eds.), *Democratic Brazil Revisited* (U. of Pittsburgh Press, 2008). Ch 10; and  
Ch 11, especially introduction and conclusion, and then examine tables; and  
Ch 12, especially 257-261 and 277-278.

Keisha-Khan Y. Perry, "Politics is Uma Coisinha de Mulher (a Woman's Thing): Black Neighborhood Movements in Brazil," Ch 12 in Richard Stahler-Sholk, Harry E. Vanden, and Glen David Kuecker (eds.), *Latin American Social Movements in the Twenty-First Century: Resistance, Power, and Democracy* (Rowman & Littlefield, 2008), 197-211. [Recommended, not required.]  
[Filename: LASM21\_2008BzBlackWomenLeadership.pdf ]

Alexei Barrionuevo, "In Rough Slum, Brazil's Police Try Soft Touch," NYT, 10-10-2010.  
[Recommended, not required.] [Filename: BzCityOfGod2010NYT ]

DVD: *City of God* (2003), Director Fernando Meirelles.

#### **IV. MODERNIZATION AND GLOBALIZATION IN BRAZIL.**

##### **A. Globalization and Structural Change: Concepts, Processes, and Research Approaches.**

Salvador Sandoval, "Working-Class Contention," in Mauricio Font, et al (eds.). *Reforming Brazil* (Lexington Books, 2004), 195-215. [Filename: BzWorkersNeolibSandoval2004.pdf]

Conrad Phillip Kottak. *Assault on Paradise: The Globalization of a Little Community in Brazil*, 4<sup>th</sup> ed. (McGraw-Hill, 2006): Author; Preface; Characters; Chs 1-2, 15. (Pp. vi-32, 214-232)

##### **B. Individual projects, no class.**

##### **C. Arembepe: Ethnographic Study.**

Conrad Phillip Kottak. *Assault on Paradise: The Globalization of a Little Community in Brazil*, 4<sup>th</sup> ed. (McGraw-Hill, 2006): Chs 3-14. (Pp. 33- 213)

##### **D. Final Exam.**

#### **VI. CONCLUSION: Graduation Ceremony.**

The exam will consist of two parts. The short-essay part (20 percent) asks students to write four short essays (out of five) on the terms presented (generally concepts, processes, or institutions treated in readings and class discussion). These short essays show the terms' relevance to political analysis and/or to the understanding of Brazilian politics and society, making clear the logic of the analysis and illustrating appropriately.

In the long-essay part (for 80 percent) students select one of two essay topics to write. Below are some questions on material we cover during this course, to help you recognize issues considered important by the instructor. These are typical long-essay questions. You are encouraged to form study groups to discuss the materials and prepare for the final exam. You may bring one letter-size sheet of notes (8.5"x11" or A4) to the exam with you. Bear in mind tips from the writing tipsheet about writing essays, in particular the importance of illustrating generalizations with examples.

1. It has been argued in this course that political corporatism, a political ideology with strong historical roots in the Latin American political culture, played a major role in shaping the institutional order in Brazil. Define political corporatism. In what ways does corporatist political thought differ from liberal-democratic and from Marxist thought? What may account for the tenacity of corporatist ideology and institutions in the Brazilian political culture, why did the dominant political elites seek to establish these institutions, and what sorts of impacts do corporatist institutions have upon the political process in the areas of social and economic policy? What factors account for the weakening of corporatism in Brazil? Support your argument with illustrations.
2. One of the goals of corporatist ideologues in Brazil was to strengthen the autonomy, capacity, and effectiveness of state institutions. Now that Brazil has consolidated a democratic system, political scientists are examining the performance of that democracy. Assess the autonomy, capacity, and effectiveness of the state institutions evolving in the New Republic. Analyze the key factors, actors, and processes influencing those institutional qualities and the legitimacy of the democratic system itself. Give special attention to the roles played by Presidents Cardoso and Lula. In illustrating, be sure to discuss economic policy, social policy, and public-security policy.
3. Identify and analyze the factors that led to military intervention in Brazil in 1964, including in your analysis the notion of the "civil-military coup." Assess the likelihood that Brazil's contemporary democracy might be overthrown by a military coup. In your discussion, be sure to include and analyze the measures taken by democratic leaders to restrict military prerogatives and to subordinate military institutions to civilian leadership.
4. Brazil has been called a country of "low-intensity citizenship." Authors in the original *Democratic Brazil* noted that the "citizenship frame" guided social movements in opposition to the military dictatorship and that it has continued to orient civil-society organizations after 1985. Discuss the evolving relationship of the CSOs to the government from the dictatorship to the present, and assess the effectiveness of efforts to create universally respected citizens' rights in Brazil. How do you rate the quality of Brazilian democracy today in terms of the rights and status of citizens? Feel free to compare Brazil to other cases.

5. Brazil's President Fernando Henrique Cardoso was the most insightful and influential Latin American author writing in the dependency school in the 1970s. Discuss the main arguments of dependency analysis, indicate the links of dependency that tie Latin American countries to the developed capitalist world, and specify and evaluate the effects which this dependency is alleged to have upon the economic, political, and social systems of Latin American countries. In what ways is it in the interest of the United States to maintain the dependency of the Latin American countries, or, in the words of some analysts, to be an imperialist power? Considering Cardoso's early academic career as a Marxist and a dependency writer, some might be surprised that he implemented neoliberal policies, rather than those of the economic nationalism and import-substitution industrialization implicit in his youthful writings. What accounts for such an evolution in his policy preferences? Why did Lula, who forcefully campaigned against neoliberal economic policies, ultimately adopt and implement these same policies?

6. The era of import-substitution industrialization (ISI) in Latin America has been replaced by the era of neoliberal globalization. Compare these two paradigms of economic development, identifying the key forces driving them, and their main economic policies. Discuss the consequences of each paradigm for the material welfare, political behavior, and policy choices of key social strata or classes. Illustrate with material from Brazil and any other countries you wish to include.

7. Define and describe the process of globalization, including both economic and social dimensions, and assess and illustrate its effects in Brazil and Madagascar. In the Brazilian case, draw from Kottak for rural experiences. For urban experiences, draw from Sandoval, Perlman, *the Economist*, and others, as well as from class discussion. Be sure to identify the winners and losers in the process.

WRITING TIPSHEET, K. P. Erickson

HANDOUT FOR STUDENTS, ON WRITING PAPERS AND EXAMS (Updated January 2008)

All essays should have an introduction, a body, and a conclusion. Essays should make a point or an argument, and illustrate it with supporting evidence.

Consider the argument of a book review. In most cases, monographic studies address a debate in their discipline. They take a position that accepts, illustrates, and perhaps refines the prevailing wisdom (dominant paradigm) in the field, or they criticize that prevailing wisdom and present data to support an alternative explanation of the phenomenon under study. Reviewers should present the main point or argument of the book or books they treat, along with their evaluation of the arguments, logic, evidence, coherence, and clarity of the book or books. Student reviewers should be able to reread their reviews two years after writing them and effectively recall the key ideas and substance of a book, as well as their evaluation or criticism of it.

Writers should always make the logic of their thought explicit, on the level of overall organization, on the level of paragraphs, and on the level of sentences. They should also make explicit the logic of the processes they describe or analyze. One effective way to make clear the overall logic of a paper, chapter, or dissertation/book is to begin it with an introductory "roadmap" paragraph or section.

Paragraphs should begin with topic sentences, and long paragraphs should be broken into smaller ones, each with its own topic sentence. One of the reasons why long paragraphs usually do not make their thought as clear as shorter ones is that long paragraphs include more than one component of a thought, but they contain only one topic sentence. Breaking up a long paragraph into two or more smaller ones, therefore, is not simply responding to esthetic desires for more white space on a page. Rather, when writers break up long paragraphs, they necessarily must link the components of an argument with more topic sentences, thereby making their logic more explicit.

Illustrations, preferably brief, should be provided for each generalization.

Writers should write for a hypothetical intelligent but uninformed reader, so that they are forced to make explicit the logic and the data on which they make their argument.

In selecting words for strong and effective argument, remember that verbs are much stronger than nouns or other types of words, and that transitive verbs (those that force the reader to include a subject and an object, i.e., to state who did what to whom) in the active voice are the strongest. Avoid passives and intransitive verbs (for they tend to lose information, because passives do not require a subject and intransitives do not require an object) and impersonal constructions where nouns replace verbs. For example, "there was a meeting where it was decided that..." conveys less information and thus is not as strong as "party leaders held a meeting where they decided that...."

Fernando Fajnzylber's phrasing below, for example, in his brilliant but difficult to read (and therefore impossible to assign as required reading) *Unavoidable Industrial Restructuring in Latin America* (1990), p. 47 relies on nouns that he could have replaced with verbs: "In Japan and in large U.S. corporations, estimates have prognosticated a duplication in the production during the next fifteen to twenty years, with a reduction in employment of between 25 and 40 percent."

A sharp copyeditor could have forced him to check his data and change his formulation to something like: "Japanese and US corporate studies predict that, over the next fifteen to twenty years, production will double while employment will decline by 25 to 40 percent."



Students are expected to proofread their papers before submitting them, so that typographical errors and spelling errors have been corrected. Students should routinely do such proofreading, out of self-respect as well as out of respect for their instructor.

In the case of papers submitted for this course, those averaging more than three spelling or typographical errors per page over three or more pages will be returned ungraded. The corrected version, when resubmitted, will be graded two-thirds of a letter grade below the grade the work would otherwise earn (e.g., a B+ would become a B-, and a B would become a C+). Students who are not strong spellers should be attentive to prompts from their word processor's spelling checker.

Papers for this course should be typed, double-spaced, stapled, and not in plastic or other folders. Hand-written exams should also be double-spaced.

I grade papers on the basis of their organization, logic, coherence, originality, evaluative criticism, data, and clarity.

Some symbols I use in my penned comments:

**Circled words** or letters indicate spelling errors. A line linking circled words suggests overuse of a word, inconsistency or contradiction in use, or some other problem.

[ ] **Brackets** indicate a word choice that I question. Reconsider the word, even though you may choose to stick with your original word. Brackets also may indicate a passage that I have commented on in the margin. I sometimes add delete marks to brackets, suggesting that you drop the passage.

**d** A lower-case "d" in the margin is for diction, i.e., to signal that the sentence next to the "d" does not say well what it seeks to say, perhaps for reasons of grammar or simply due to confusing construction or word choice (e.g., Fajnzylber's sentence above).

**ant** "Antecedent," raises questions about the antecedent of a pronoun or adjective, i.e. ambiguity or error in attribution, as with "they" to refer to a singular noun earlier in the sentence. I also use it also to indicate that you are treating a topic as if the reader is already familiar with it, when in fact it has not yet been introduced.

**logic** When I write "logic" in your ms., it is to signal some break in the internal logic that your exposition seeks to develop.

**trans** Transition needed between components of a thought.

**Parallel upright lines, with diagonal** line through them. Grammatical structures or arguments are not parallel.

## SYLLABUS ADDENDUM: GUIDELINES FOR ORGANIZING SCHOLARLY PAPERS

Notes drafted for inclusion on syllabi (graduate and advanced undergraduate courses), as guidelines for organizing scholarly papers:

Political science, like any other discipline in the natural or social sciences, seeks to identify patterns, processes, or phenomena and to explain how and why they work the way they do. To explain or illuminate such processes or phenomena, political scientists use analytical concepts to organize data and to formulate and assess explanatory theories and hypotheses. Students writing in the discipline of political science therefore should focus their research and write-up on a key conceptual/theoretical issue of importance to them and to the discipline.

Ideally, in papers, theses, and dissertations, and later in journal articles, one should (1) begin with a brief review of conceptual/ theoretical interpretations or explanations of how some political process or phenomenon works, then (2) show how the prevailing explanation or concept falls short in some way, and finally (3) propose some new concept or refinement of a hypothesis that would better explain the phenomenon. Then one can (4) move to specific, operationalizable hypotheses that can be examined with real data in order to infer the answer to the overarching, broader hypothesis.

Within this framework, one can then elaborate a case study that assembles the data to answer one's questions. And as one proceeds with the case material, one needs to make systematic, explicit reference to the theories or hypotheses that the case material helps one address. That is, one should provide the reader with explicit connective tissue that integrates the empirical components of the study with its theoretical and conceptual framework. This task of making a writer's logic explicit, addressed in the writing tipsheet, is what distinguishes an inspired, outstanding manuscript from an inspired but merely good one, and this increases its likelihood of being accepted for publication by the editors of a journal or press.

The identification of shortcomings or needed refinements in a theory or hypothesis usually comes after some work in graduate school, so students at earlier stages are more likely to draw upon a prevailing concept or hypothesis to gather and organize data to illuminate some specific problem or issue. In comparative politics, for example, one might use a generally accepted hypothesis to organize the questions asked and the data gathered about some process in a country or context of one's choosing, for example, the role of elite pacting in democratization or the impact of electoral or parliamentary rules on party accountability.

Well designed case studies of this type have considerable academic value. When preparing a manuscript to submit for publication in comparative politics, one should keep in mind that the board of a journal will surely prefer a manuscript that seeks to refine an accepted concept or to develop a new one. Such a journal, however, will also consider seriously a case study applying an accepted concept in a way that can be replicated, cumulatively, in other contexts for the development of comparative analysis. And journals devoted to specific regions or nations explicitly seek out such case studies.

[Revised January 2008]

## Academic Dishonesty and University Policies

The Hunter College Senate passed the following resolution on May 11, 2005: “Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

The College and University policy on academic honesty and dishonesty is set forth in the Hunter College Undergraduate Catalogue, 2007-2010 (p. 71): “The use of material (whether or not purchased) prepared by another and submitted by students as their own will result in disciplinary proceedings.” Section 15.3.a of the Student Disciplinary Procedure Bylaws of CUNY (on p. 275 of the same catalogue) instructs members of the college community: “Any charge, accusation, or allegation...must be submitted in writing in complete detail to the office of the dean of students promptly by the individual...making the charge.” The dean’s office then investigates and disposes of such cases.

The reason that academic communities consider academic dishonesty such a serious offense is that scientific research and learning—and hence the very life of the academic enterprise—are built on a foundation of truth. Without that foundation, academic institutions would lack the integrity that permits critical analysis and that, from a utilitarian perspective, fosters scientific, economic, and social progress.

To make the case that academic honesty is indispensable to scholarly work in the social sciences, let me begin with a discussion of the natural sciences. Students who perform laboratory experiments must carefully record their procedures in their lab reports. This enables them, and their instructors, to verify that their findings are correct, or, if not, to know why not. Such record keeping is not simply a make-work exercise. Students follow the same procedures as professional scientists, who must keep careful records of their work so that their colleagues, critics, or successors can replicate the original experiments to test their work and verify (or, depending on the results, qualify or reject) their findings.

For library research in the social sciences, correct and complete citation is analogous to rigorous laboratory procedure in the physical sciences. Scholars in the social sciences take careful notes so that their evidence can be checked and their work replicated or challenged by other social scientists. This enables knowledge and understanding to evolve as researchers confirm, refine, or reject prevailing paradigms of explanation. And, just as laboratory experiments and lab notes must represent a student’s own work, so too must research papers or other written work—properly documented—be the student’s own.

The Hunter College and CUNY policies on academic integrity are consistent with, but not identical to, the regulations above, and can be viewed in detail at: <http://www.hunter.cuny.edu/student-services/advising/repository/files/Hunter%20College%20Policy%20on%20Academic%20Integrity.pdf> and <http://www.cuny.edu/about/info/policies/academic-integrity.pdf>.

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