

Latin America in World Affairs
POLI 382 Sections 1 & 1F
Spring 2023
Mondays & Wednesdays 5:00-6:15 PM, SCI A112 and Via Zoom

Professor Jennifer N. Collins, Ph.D.
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Office Hours: Weds. 12 noon-1:00 pm, Thurs. 1:00-2:00 pm, and by appointment

Course Description

The United States shares a continent with Latin America, as well as significant cultural and economic ties, and yet much of the U.S. public knows little about the peoples and politics in the nations south of the border and even less about the long history of U.S. involvement in the region. What has been the nature of the relationship between the U.S. and Latin America? How has this relationship changed over time? Where is Latin America today? What are the challenges the region faces and what are the opportunities? What important relations do Latin American countries have with other parts of the world and among each other? What are some of the major international issues facing the region? What contributions has Latin America made to the study of international relations and what does IR look like from a diverse region in the Global South? These are some of the questions we will explore over the course of this semester.

This course is intended to provide a roadmap for understanding Latin America's position in the international system. We will explore ways in which choices have been constrained and impacted by actors and developments outside the region and, in turn, how leaders and citizens in Latin America have responded to these constraints and opportunities. The course focuses on the period from the Cold War to the present, but earlier periods will be reviewed at the beginning of the semester. The first four weeks will provide an overview of the history of Latin America's international relations from independence to the end of the Cold War, with predominant focus on relations with the U.S. During the remainder of the semester we will examine contemporary dynamics and issues related to international relations including human rights, political economy, migration, relations with China, political crises, and environmental struggles.

You may find that this course challenges some of your preconceptions, not only about Latin America but also about the U.S. I urge you to approach the subject matter with an open and critical mind.

Course Learning Outcomes

Students will:

- 1) Identify Latin America's major geographic regions and nations and explain significant differences between them in terms of issues and international relationships.
- 2) Describe key historical periods in U.S.-Latin American relations and explain reasons for shifts from one period to another.
- 3) Apply International Relations theories and concepts to the region, including realism, liberalism, hegemony, and human rights.
- 4) Become familiar with current Latin American issues and develop a greater interest and ability to follow current events in the region and think critically about developments there.
- 5) Develop expertise on a specific country and analyze a facet of that country's international relations.
- 6) Explore different sides of the U.S. debate over immigration and develop their own informed views on this controversial topic.
- 7) Further develop their research, analysis, writing, and oral presentation skills.
- 8) Gain an appreciation for the diverse struggles, contributions, and perspectives of Latin Americans.

General Education Learning Outcomes

This course fulfills the Global Awareness GEP category and aims to meet these learning outcomes.

GEP Global Awareness Learning Outcomes

- Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
- Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

Required Texts

- Peter H. Smith and Ana Covarrubias. *Talons of the Eagle: Latin America, the United States, and the World, 5th Edition*. Oxford University Press, 2022. (Available through Text Rental)
- All other assigned readings are available on Canvas in the e-Reserves module.

Course Requirements and Grading

Your grade will be based on your performance in the following areas:

| | |
|---|-------------|
| Attendance and Participation | 15% |
| Reading Checks | 12% |
| Current Events Presentation | 2% |
| Regional or Country Presentation | 5% |
| Mid-term Exam | 18% |
| Research Paper Project | 48% |
| • Topic Proposal | 2% |
| • Outline and Expanded Bibliography | 5% |
| • First draft of paper and peer editing | 6% |
| • Research Paper – final draft | 25% |
| • <u>Research Paper Presentation</u> | 10% |
| TOTAL | 100% |

Attendance, Participation, and Modalities

This class will meet in-person on Mondays and Wednesdays from 5:00-6:15 PM with a synchronous Zoom option for those students who prefer it. Please register on AccessPoint for the modality you prefer and do your best to attend in that modality. However, I will offer flexibility for all students. For example, if you are registered for the in-person section and get sick, please avail yourself of the Zoom option to continue to attend class. Likewise, if you are registered for the flex section but then decide that you would prefer to attend in-person, let me know and we can make that switch. In general, plan attend class in the modality for which you are registered, but if occasionally you want to attend in a different modality, that should be fine.

Class sessions will combine both lecture and discussion, with the emphasis on discussion. All students no matter what modality they have chosen are expected to attend and take part in class discussions and activities.

Attendance and participation are crucial parts of this course and represent 15% of the final course grade. All students will be allowed 2 unexcused absences with no penalty. Points will be deducted from Attendance and Participation starting with the third unexcused absence. **More than 6 unexcused absences (3 weeks) will result in a failing grade for Attendance and Participation, possibly even forfeiture of any points for this category.**

In addition to regular attendance, active participation in class is important. Before attending class, make sure you have completed the assigned reading or film viewing for that day (see Class Schedule and Reading Assignments below). Come to class ready to listen attentively, ask questions, take quizzes, engage in discussion, and complete occasional exercises and assignments.

I will use the same Zoom link for all class meetings. This link is also provided in Canvas:

Topic: POLI 382 - Latin America in World Affairs

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://wisconsin-edu.zoom.us/j/97602875617?pwd=dlhYQzgremRXdjI2eIR3eWRxYUpiUT09>

Meeting ID: 976 0287 5617

Passcode: 494913

One tap mobile

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Reading Checks and Responses

You should plan to complete the assigned reading(s) before coming to class so you can follow lecture and contribute to discussion. To incentivize keeping up with the reading, students will sign up to complete approximately 6 short reading responses, basically consisting on commenting on or answering some questions on the reading for that day. Students who have completed a reading response for that day may be asked to briefly comment on or summarize some of the main points in the reading for that day. Occasionally, I may start out class with a quick reading check quiz. These short quizzes may take different formats, such as a Kahoot multiple choice or a quick short answer question. For the readings from *Talons of the Eagle*, use the questions at the end of each chapter to review; I will often utilize these questions for the short responses or the quizzes. I will not offer make-ups for missed quizzes unless you have documentation for an excused absence.

Midterm Exam

There is only one exam, a midterm, which will be held on Canvas on **March 15**. A study guide will be provided, and we will have a class session for review.

Regional or Country Expertise and Presentations

Early in the semester, each student will choose a country or region in Latin America that will be their area of focus for the semester. There are a couple of assignments during the first half of the semester that are designed to allow you develop background knowledge and expertise on your country or region. These include a brief presentation on a current event story and an in-class presentation on your country/region. During the second half of the semester, you will deepen your knowledge by researching and writing a policy paper on an issue related to the international relations of that country/region, broadly defined.

Three class periods during the first half of the semester are set aside for Regional/Country presentations. During these class periods, students will provide the class with short-5 minute briefings on their assigned countries. Instructions for this assignment will be provided. This presentation counts for 5% of the final grade.

Policy Paper Project and Presentations

The major written assignment is a 9–12-page policy paper on an international relations topic tied to your chosen country or region. Detailed instructions, guidelines, and topic suggestions will be provided early in the semester. There are several assignments designed to assist you in making progress on your research and writing over the course of the semester; these are also opportunities for me and your peers to give you timely feedback that will hopefully improve your final paper. One of these assignments will be to attend a peer-editing session on first drafts. For these sessions, students will be divided into groups of three and will meet with me for an hour to discuss and give feedback on their drafts. At the end of the semester all students will formally present their policy papers to the class. Student paper presentations will take place during the last week of class and on our designated final exam day. Students will also be encouraged to present their research during the COLS Undergraduate Research Symposium to be held on Friday, May 5, 2023.

Current Events

We will begin many of our classes by discussing current events in or related to Latin America. Each student will be assigned a day to make a brief (3-5 min.) presentation on an article of interest. This could be a story directly related to their assigned country or region or on any important story in the region. A sign-up sheet will be distributed at the beginning of the semester. Current event presentations will not be graded; as long as a student completes the assignment, they will earn full credit. This presentation counts for 2% of the final grade. Recommended newspapers with good coverage of Latin America include: *The New York Times*, *The Los Angeles Times*, *The Christian Science Monitor*, and *The Guardian* (London). If you read Spanish, *Pagina 12* (Argentina) and *La Jornada* (Mexico) are also excellent sources. Another great source for news and analysis of Latin America is [Americas Quarterly](#). All of these and other major newspapers can be accessed on the web, although you may run into paywalls. Some, like Americas Quarterly do not have paywalls or allow you to read a certain number of free stories a month.

Another way to keep up with news and developments in the region is by subscribing (its free!) to receive the Center for Economic and Policy Research's (CEPR) "Latin America News Round-up", which is delivered to your e-mail inbox a couple of times a week. This service collects current stories from a wide variety of news sources and covers important news from around the region. This is a good source to find interesting and timely articles to present in class and to follow developments in your country/region. To subscribe to this service go to the [CEPR website](#), scroll to the very bottom of the page and click on "Subscribe". This will give you a bunch of options of things to subscribe to, look for "Latin America News Roundup".

A wonderful way to follow the news more generally is to listen to the daily newscasts on National Public Radio (NPR). NPR coverage and reporting will keep you up to date on current events and important issues, both domestic and international. You can hear NPR news on Wisconsin Public Radio, which has two local radio stations: The Ideas Network and News and Classical. You can also listen live and access podcasts of previous shows at www.wpr.org. Along these same lines, I also recommend the daily news program, [Democracy Now!](#), for excellent and critical coverage of national and world events from a progressive, non-mainstream perspective. This television news program is broadcast weekday mornings and can be heard anytime online. There are a lot of terrific podcasts out there that can help you learn about and keep up with the news, both domestic and international. One that I recommend for delving deeper into top news stories is "The Daily", which is produced by the *New York Times* and is available for free on Apple Podcasts and other platforms. For Latin American politics, check out the Americas Quarterly podcast in English and El Hilo for a great Spanish-language podcast.

Communications and Technology

There is a **Canvas** section set up for this class, which you should access regularly and get accustomed to using. There you will find the syllabus, e-Reserve readings, gradebook, and other materials that you will need as they become available. I will also use Canvas to post announcements and reminders. Lecture power points will be posted on Canvas, in most cases sometime after class. Finally, you will turn in all written assignments to Canvas.

If you find you are having any trouble keeping up with assignments or other aspects of the course, make sure to reach out to me as early as possible. Building rapport and effective relationships are key to becoming a successful professional. Make sure that you are proactive in informing me and your other instructors when difficulties arise during the semester so that we can help you find a solution.

I welcome your questions, thoughts, concerns, and suggestions. There are several ways you can communicate with me: Canvas Inbox, regular e-mail, and Student Hours (see hours at the start of the syllabus). I will be available for Student Hours either in-person in my office or you can request to meet with me at that time via Zoom. Since, I might forget to turn Zoom on, it is best if you let me know ahead of time if you want to meet via Zoom during Student Hours. Use the Student Hours link on Canvas, not the class meetings link. Feel free to pop in if you have questions or concerns or if you would like to chat.

Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Privacy and Recordings: Lecture materials and recordings for this and all UWSP classes are protected intellectual property of the university. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

The Writing Lab

The Writing Lab in the [Tutoring-Learning Center \(TLC\)](#) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process, including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing. Visit their website to find out how to access services. All services are free to UWSP students.

Academic Integrity and Turnitin

All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. As a student it behooves you to be well acquainted with these guidelines and to understand clearly what constitutes plagiarism, as violations can result in severe consequences. We will use the plagiarism detection program, Turnitin.com, via Canvas. You will upload all your written work to Canvas, which is connected to the Turnitin.com database. **Please note that if you fail to upload a paper to Canvas you will not receive credit for the assignment.**

Class Schedule and Reading Assignments

Week 1 – Introduction and 19th Century

1/23 – Introductions and Course Overview

No assigned reading

1/25 – Latin America’s International Relations in the 19th Century

Readings in Talons of the Eagle:

- “Introduction: Global Politics and U.S.-Latin American Relations” pp. 1-10
- Ch. 1 “The European Game” pp. 13-31; 35-42 (**Skip** “A Sphere of One’s Own”)

Week 2 – U.S.-Latin American Relations in First Half of the 20th Century

1/30 – Late 19th and Early 20th Centuries

Readings in Talons of the Eagle: Ch. 2 “The Gospel of Democracy”

- pp. 43-57; 61-64 (Dollar Diplomacy II: Nicaragua)
- pp. 66-67 (Promoting Democracy?)

2/1 – Latin American Responses to Imperialism

Readings in Talons of the Eagle: Ch. 3 “Latin America: Responses to Imperialism” – read the following

excerpts: pp. 68-73 – ending at “Option 2 External Powers”; “Cultures of Resistance” pp. 86-87 & pp. 91-99.

Week 3 – Good Neighbor Policy

2/6 – WWII and the FDR’s Good Neighbor Policy

Reading: Talons of the Eagle, Ch. 4 “Mr. Roosevelt’s Neighborhood” (pp. 100-122).

2/8 – Regional/Country Presentations – Round I

No Assigned Readings

Week 4 – The Cold War in Latin America

2/6 – U.S. Policy in Latin America During the Early Years of the Cold War

Readings in Talons of the Eagle,

- Ch. 5 “Closing Ranks” pp. 125-142 (Skim or skip “Cold War: The Rules of the Game” pp. 127-131)
- Ch. 6 “Making Friends” pp. 143-159.

2/15 - Regional/Country Presentations – Round II

No Assigned Readings

Week 5 – The Cold War and Post-Cold War

2/19 – DUE: RESEARCH PAPER TOPIC PROPOSAL – Upload to Canvas by Sunday at 5PM

2/13 – Socialist and Revolutionary Movements in Latin America and U.S. Interventionism

Readings in Talons of the Eagle:

- Ch. 7 “Crushing Enemies” pp. 160-168, ending at “The Dominican Invasion”; pp. 187-188 “On Interventions”.
- Ch. 8 “Latin America: Fighting the Cold War” pp. 189-198 & pp. 216-217 “Legacies of War”.

2/20 – Political and Economic Transformations After the End of the Cold War: The Rise of Neoliberalism

Readings:

- *Talons of the Eagle*, Ch. 9 “Hegemony and Geoeconomics” pp. 221-236.
- *Talons of the Eagle*, Ch. 10 “Latin America: Playing the Geoeconomic Game” pp. 243-246 & 257-263.
- [Shannon K. O’Neil. “Why Latin America Lost at Globalization – And How it Can Win Now.” *Americas Quarterly*, July 26, 2022.](#)
- [CFR.org Editors. “Backgrounder: The Organization of American States.” *Council on Foreign Relations*, last updated October 18, 2022.](#)

Week 6 – The New Left in Latin America

2/22 – The New Left

Readings:

- *Talons of the Eagle*, Ch. 12, “Latin America: Seizing Opportunities” pp. 289-294 (ending at “Latin America Divided); and pp. 307-311.
- [John Feffer. “Latin America’s New New Left.” *Foreign Policy in Focus*, June 22, 2022.](#)
- [Miguel Cardenas. “Latin America, Alone in a Distracted World.” *Americas Quarterly*, January 3, 2023.](#)
- [Oliver Stuenkel. “A Second Pink Tide Might Not Unify Latin America.” *Americas Quarterly*, November 17, 2022.](#)

3/1 – Regional/Country Presentations – Round III

No Assigned Readings

Week 7 – MIDTERM EXAM

3/6 – Exam Review

3/8 – MIDTERM EXAM

Week 8 – China and Brazil

3/13 – Latin America and China

Readings:

- [Diana Roy. “Backgrounder: China’s Growing Influence in Latin America.” *Council on Foreign Relations*, April 12, 2022.](#)
- [Juan Gabriel Tokatlian. “Latin America Doesn’t Want a New Cold War.” *Americas Quarterly*, April 28, 2022.](#)

Listen: [AQ Podcast – “How China’s Presence in Latin America is Changing.” January 5, 2023.](#)

Additional Recommended Articles on this Topic (Note: There are many more)

- Ana Lucia Salinas de Dosch and Jorn Dosch. “China’s Rise in Latin America.” *Journal of International Studies*, 2020.
- Yang, Hee-Yong, and Seung-ho Lee. "China's Engagement with Latin America and Its Implications for Soft Balancing against the United States." *Asian Perspective*, vol. 44, no. 4, fall 2020.

3/15 – Brazil – South American Giant

Readings:

- *Talons of the Eagle*, pp. 296-298.
- [Diana Roy. “Lula is Back. What Does that Mean for Brazil?” *Council on Foreign Relations*, December 22, 2022.](#)
- [Brian Winter. “The Real Risks Facing Brazil After January 8.” *Americas Quarterly*, January 11, 2023.](#)

Listen: [AQ Podcast, “Lula’s Challenging Path Forward in Brazil.” January 19, 2023.](#)

3/17 – DUE: OUTLINE AND EXPANDED BIBLIOGRAPHY – Upload to Canvas by 5PM

March 18-26 – Spring Break – Enjoy!!!

Week 9 – Venezuela’s Crisis and Impact on the Region

3/27 – Understanding Venezuela’s Decline and Crisis

Reading: Alejandro Velasco. 2022. “The Many Faces of Chavismo,” *NACLA Report on the Americas*, 54:1, 20-73.

3/29 – Venezuela’s Migration Crisis

Readings:

- [María Isabel Puerta Riera and Yorelis Acosta. “Displaced and Insecure: Understanding the Exodus and Its Effects.” *NACLA*, March 11, 2022.](#)
- [Edward Hunt. “The U.S. Economic War on Venezuela Has Fueled the Migrant Crisis.” *Foreign Policy in Focus*, January 18, 2023.](#)

Week 10 – Free Week to Work Independently on Research Project

Note: This week Professor Collins will be out of town and unavailable as she will be attending the National Model UN Conference in New York City.

4/3 – No class meeting

4/5 - No class meeting

Week 11 – Global IR: Environment, Gender, and Indigenous Movements

4/10 – Environmental Struggles in Latin America

Readings:

- Catrin Einhorn and Manuela Andreoni. “Ecuador Tried to Curb Drilling and Protect the Amazon. The Opposite Happened.” *New York Times*, January 14, 2023.
- [John Feffer. “The Impact of Green New Deals on Latin America.” *Foreign Policy in Focus*, 3/14/2022.](#)
- Other readings TBA.

4/12 – Indigenous Peoples and International Law

Readings:

- Manuela L. Picq. “Indigenous Worlding: Kichwa Women Pluralizing Sovereignty.” In *Changing the International*, Arlene B. Tickner and David L. Blaney eds. Taylor and Francis Group, 2013: 121-140
- [Maria Ines Taracena. “Guatemala on Trial: Maya Land Rights Case Reaches International Court.” *NACLA.org*, February 10, 2022.](#)

4/12 - DUE: Deadline to Submit Abstract for Undergraduate Research Symposium

Week 12 – Peer-Editing Workshops & Guest Presentation by Ben Levelius

4/16 – DUE: FIRST DRAFT OF RESEARCH PAPER– Upload to Canvas by 5PM

4/17 – Peer-editing workshops – regular class meeting cancelled.

4/19 – Guest Presentation by Ben Levelius, American Citizen Services Chief, U.S. Consulate General Milan, U.S. Mission to Italy – “Working in the U.S. Foreign Service”

Week 13 – Human Rights

Readings for Week:

- Jo-Marie Burt. “Guilty as Charged: The Trial of Former Peruvian President Alberto Fujimori for Human Rights Violations.” *International Journal of Transitional Justice*. Vol. 3, 2009, 384-405. (e-Reserves)
- Jo-Marie Burt. “Gender Justice in Post-Conflict Guatemala: The Sepur Zarco Sexual Violence and Sexual Slavery Trial.” *Critical Studies*, 2019. (e-Reserves)

4/24 – The Struggle for Justice and Accountability in Post-Dictatorship Argentina

Watch: “Argentina 1985” – Film is streaming on Netflix

4/26 – Latin America’s Contributions to the Struggles for Human Rights: From Peru to Guatemala

Guest Lecture: Dr. Jo Marie Burt, Professor at George Mason University

4/28 – DUE: Posters for Undergraduate Research Symposium

Week 14 – Immigration Debates

5/1 – Overview of Latin American Immigration to the U.S.

Watch: Harvest of Empire – documentary film (90 mins.)

Readings:

- *Talons of the Eagle*, Ch. 13 “Dilemmas of Immigration”, pp. 315-333
- Julian Borger. “Fleeing a Hell the US helped create: why Central Americans journey north.” *The Guardian*, December 19, 2018.

5/3 – The Immigration Debate Today

Readings:

- [Claire Klobucista, Amelia Cheatham, and Diana Roy. “Backgrounder: The U.S. Immigration Debate.” *Council on Foreign Relations*, August 3, 2022.](#)
- [Edward Alden and Tess Turner. “More Lost Chances on U.S. Immigration Reform Hurt the U.S. Economy.” *Council on Foreign Relations*, Blogpost, December 22, 2022.](#)
- [Luis Guillermo Solís. “Can More U.S. Money Really Help Central America’s Northern Triangle?” *Americas Quarterly*, March 10, 2021.](#)
- [Giulia McDonnell Nieto del Rio and Miriam Jordan. “What is DACA and where does it stand now?” *New York Times*, June 14, 2022.](#)
- Sonia Nazario. “I’m a Child of Immigrants. And I have a Plan to Fix Immigration.” *NYT*, Oct. 26, 2018.

5/5 – Undergraduate Research Symposium

Week 15 – Conclusions and Paper Presentations

5/8 – Student Research Presentations

5/10 – Student Research Presentations

5/12 – DUE: FINAL DRAFT OF RESEARCH PAPER – Upload to Canvas by 5PM

FINALS WEEK:

Wednesday, May 17, 5:00-7:00 PM - Student Paper Presentations, SCI A112 & Via