International Relations of Latin America

Sections SIS 577.001 Wed 8:10-10:40 p.m. Fall 2010

Professor: Diane Haughney

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Office Hours: Mondays 11 a.m.- 1:30 p.m. and 5- 6 p.m.; Wednesdays 7-8 p.m., Fridays 10-11:30 a.m. and by appointment.

**Please be advised this syllabus may have some changes. Your professor had an operation August 10, and may make further changes.

Course Description:

International Relations of Latin America will examine the history of foreign relations in Latin America since the independence of the Latin American countries. U.S.-Latin American relations will have prominence, because the United States has played such a dominant role in hemispheric affairs and, indeed, in internal affairs of many Latin American countries. Topics included in this course include: U.S. hegemony, U.S. interventions, Era of the “Good Neighbor” Policy, Cold War era, the Cuban Revolution, Counterinsurgency and Human Rights, Post Cold War Free Trade Initiatives, Drug Trafficking, and Migration Issues.

Required texts:


Dinges, John. The Condor Years.


Useful web resources are given in Weeks, U.S. and Latin American Relations.

**Learning Objectives**

The primary goals of the course are to introduce you to:

- The history of international relations of Latin America and its contemporary issues and concerns.
- Give you an appreciation of the competing perspectives among academics and policymakers
- Introduce you to the organizations of multilateral cooperation in the hemisphere
- Help you understand the sources of friction and cooperation among countries in the Western Hemisphere
- Introduce you to theoretical explanations of conflict and cooperation

**Learning Outcomes**

By the end of the class you will be able to:
Discuss and analyze the history of international relations of Latin America
Gain an understanding of the competing theories of conflict and cooperation
Analyze competing recommendations for policymakers regarding foreign relations
Evaluate policies regarding trade, peaceful relations, and issues of international concern
Relate contemporary events to historical patterns in international relations

Expectations

Students are expected to have read and thought about assignments before class, and take an active role in class discussions. Classes will be a mix of short lectures, group and general discussions, and various types of in-class activities. Contributions to discussions should be meaningful, and respected. As our own opinions and values may influence our statements, we need to be careful to be respectful and open to those who disagree with us. Accordingly, students should refrain from activities not pertinent to the class. Please do not hesitate to contact the professor for assistance in the assignments, either during office hours, or at a mutually convenient time. American University also provides a variety of support services whose purpose is to help you do well. You are encouraged to take advantage of them.

Grading Policy

Undergraduates
Team project 10%
Quizzes and class participation 10%
Essay tests (3) 60%
Final Exam 20%

Graduates
Team project 10%
Discussion questions 10%
Papers (5-7 pp, dbl spaced, size 12 font) 40%
Book critique 20%
Final Paper 20%
The team projects are investigations of a specific issue or problem in international relations in Latin America today. Teams will present their finding to the class during the final session, using handouts, audio-visual etc. aids as the team deems best. Alternatively, teams will take the role of representing the interests of a Latin American country in negotiations with a multilateral institution (World Bank, World Trade Organization, North American Free Trade Secretariat, etc.), or in negotiations over a matter of interest in the Organization of American States. In this case, the last two sessions will be devoted to the role play and class discussion of the exercise. We will choose as a class which exercise to conduct.

Quizzes will be on major issues, events, or terms, and be given at the beginning of class. They will not necessarily be announced beforehand, so keep up with the reading!

Graduate students have the assignment of creating discussion questions on assigned readings and/or issues of the course. This is to promote active and critical reading of assignments. They may be asked to introduce a reading or topic on a given day. Their questions should be emailed to the professor by mid-day of the day on which class meets.

Graduate students will also act as team coordinators, ensuring that the team prepares well and delivers a good presentation or role play.

Graduate students’ book critique is a critical analysis of a book beyond the assigned reading (suggestions offered in recommended readings). The analysis should briefly summarize the book, then relate its argument to a theme or issue of the course. The review should discuss the theoretical approach, use of concepts, evidence to support argument, in order to evaluate the usefulness of the author’s approach, concepts, or case. Place the case or approach in the scholarly context, relating it to other works. Please see professor if you would like further direction.

Tests will include “identifications” of terms (brief explanations of terms in relation to the issues of the course) and essays. Alternatively, a test may be a take home essay.

Final Exam will include identifications and essays, requiring a comprehensive understanding of the course material. Graduate final papers will give evidence of comprehensive grasp of major issues discussed in the course.

**Standards for performance evaluation**

100-95 A Excellent
90-94 A-Very Good
87-89 B+ Good
84-86 B Average, Satisfactory
80-83 B-Needs improvement
77-79 C+ Needs significant improvement
74-76 C Significant problems
70-73 C-Deficient
69-60 D+ and below in danger of failing

59 and below F Failing

**Late Policy**

All late assignments will be penalized immediately by a drop of one half of a letter grade if they are not handed in to me at the beginning of the class on the date when they are due. Beginning 24 hours later, they will lose an additional two points per day or partial day of lateness. Only serious, appropriate reasons, explained to me beforehand, may be excepted by the professor.

**Academic integrity**

Standards of academic conduct are set forth in the University’s Academic Integrity Code, at [http://american.edu/handbook/policies_guidelines.htm](http://american.edu/handbook/policies_guidelines.htm).

“Plagiarism is to use the work, ideas, or words of someone else without attribution. Plagiarism may involve using someone else’s wording without using quotation marks, as a distinctive name, phrase, sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used”

If you are not certain, consult the professor or the Writing Center before submitting your work. Violations of the Academic Integrity Code will not be treated lightly.

**Emergency Preparedness**

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

**Week 1 Aug. 25**

*Introduction to course.*

Overview of Syllabus and assignments. Latin America in the Hemisphere and the World.


**Week 2. Sept. 1**

*Rise of U.S. Hegemony*

Weeks, chap. 3


**Week 3. Sept. 8. The Era of the Good Neighbor and the Beginning of the Cold War era**

Weeks, G. Chaps, 4 and 5.


**Week 4. Sept. 15. The Cuban Revolution, the Communist Threat and U.S. Intervention.**

Weeks, G. chaps. 6 and 7.


**Week 5. Sept. 22 Post Cold War Era**

Weeks, chap. 8


**Week 6 Sept. 29. Immigration and U.S. Policy**

Weeks, chap. 9

Week 7. Oct. 6 Human Rights and Democracy

Weeks, chap. 10


Week 8. Human Rights and Democracy cont’d.


Dinges, The Condor Years


Week 9 Oct. 20 Drug Trafficking and Terrorism

Weeks, chap. 11

Scott, Cocaine Politics


Week 10 Oct. 27 Drug Trafficking, cont’d.

Younger and Rosin, Drugs and Democracy in Latin America.
Week 11 Nov. 3 Peace Processes, Reconciliation, and Transitions
Montgomery, Tommie Sue, ed. Peacemaking and Democratization in the Western Hemisphere. Boulder, Co. Lynne Reinner, ISBN
Erikson, The Cuba Wars

Week 12 Nov. 10 Ideological Winds of Change and Resistance
Cameron and Hershberg, Latin America’s Left Turn.

Week 13 Nov. 17 Multilateral Institutions (IGOs) and Transnational NGO alliances compared and contrasted
Discussion and role play

Week 14 Nov. Dec. 1 Class Presentations