

U.S. – Latin American Foreign Relations
University of Wisconsin-Milwaukee
Fall 2010

Political Science 246
Mon./Weds. 9:30-10:45
BOL B40

Professor: Natasha Borges Sugiyama, Ph.D.

Office Hours: Mon/Wed: 11:00-12:00

E-mail: sugiyamn@uwm.edu**

** Note spelling please**

TA: Wondeuk Cho

Office Hours: By appointment

TA E-mail: wcho@uwm.edu

I. Overview

This course provides an overview of the evolution of United States foreign relations with Latin America. The first part of the course will provide a theoretical and historical foundation for our analysis. We will explore different theories for why the United States interacts with other nations in the international system. What are U.S. interests in the region? How have they changed over time? Which actors shape U.S. foreign policy? How have Latin American countries responded?

During the section on historical antecedents, we will explore the consequences of the U.S.'s earliest interventions in Latin America. The second part of the course will focus primarily on the latter half of the 20th century. We will explore ways in which the Cold War (1945-1990) shaped U.S. policy throughout the region. The case studies in this section of the course offer an opportunity to evaluate different facets of the Cold War. For instance, we will explore contrasting models of decision-making during a national security crisis, the strategies the U.S. employed to support military regimes, and the effects U.S. policy on human rights. As the century comes to a close, we will address sweeping changes that occurred throughout the region, namely democratization and market reforms. The last section of the course will explore contemporary topics on the U.S. foreign policy agenda, including expanding trade, regulating immigration, curbing the flow of narcotics, and the war on terror.

II. Objectives

In addition to gaining knowledge on the history of U.S. policy and intervention in the hemisphere this course aims to build critical thinking about the origins and consequences of U.S. foreign policy, both for the United States and Latin America. By the end of the semester, you should be able to evaluate the merits of U.S.-LA policy, articulate your own level of support, and critically assess contemporary debates and events.

III. Grading

Map Quiz:	5%
Analytic Essays:	30% (10% each)
Mid-term Exam:	25%
Final Exam:	25%
Participation:	15% (Oral participation, Presentations, and Class Attendance)
Extra Credit:	1%

IMPORTANT DATES:

Extra Credit:	Sept. 20 th (midnight)
Map Quiz:	Sept. 27 th
Analytic Essays:	Oct. 6 th , Nov. 10 th , Dec 6 th
Mid-Term Exam:	Oct. 27 th
Final Exam:	Dec. 21 st

IV. Assignments

Map Quiz: This quiz will test your knowledge of the region's geography as well as key analytic concepts related to U.S. expansion into the region.

Analytic Essays: These short analytic essays will cover each section of the course. Essays #1 and 2 do not require additional research. Rather, you draw on course readings and lecture to evaluate particular episodes of U.S.-Latin American Relations. Essay #3 requires modest research to complement course readings. The key to these assignments is to make a structured argument based on clear criteria for evaluation and careful use of evidence. The class will receive a handout with more detailed instructions.

Students are encouraged to take advantage of the excellent resource centers on campus as you prepare your essays (e.g. Writing Center, Tutors, etc); avoid submitting a first draft for these assignments.

The essays are due *in class*. Late papers automatically drop 1/3 a full letter-grade for every day it is past due.

Exams: will include multiple choice, short-answer questions, and essays. Each exam is non-cumulative and will cover the material up to the exam date. The purpose of the exam is to test underlying understanding of the readings and lecture material. This means exams will focus on core concepts and arguments, not factoids and dates.

Students who, for any reason, miss an in-class exam without prior approval by the instructor will not receive credit for the exam. Make-ups are permitted only in rare circumstances, for instances students with severe illness or family death. Students should consult the instructor to determine the documentation requirements.

In-Class Participation: This class relies on active student participation. You will have an opportunity to discuss the lecture material, work in groups, and make in-class presentations. All these components will constitute your participation grade. Thus, regular attendance is required. Complete readings before coming to lecture, and come prepared to discuss the material in class and actively engage in discussion.

Extra-Credit: Submit a digital photo of yourself via e-mail for 1-point extra credit. If you do not have access to a digital camera or do not have a digital photograph on file, please consult with the teaching assistant to complete this extra credit option.

Final grades will comprise of students' cumulative average on all assignments. Students with the following numerical average will earn:

Numerical Average	Grade	Qualitative Assessment
94-100	A	Excellent
90-93	A-	
87-89	B+	Very Good
84-86	B	
80-83	B-	Good
77-79	C+	Average
74-76	C	
70-73	C-	Below Average
67-69	D+	Poor
64-66	D	
60-63	D-	Very Poor
59 or less	F	Failure

There will be no grading curve for this course; if all students earn an "A" that is what all will receive.

Students are responsible for anything that occurs in class, including for instance announcements that are made, assignments that are handed out, and any schedule changes. You should ensure that the e-mail provided to the university is correct and functioning, so that you receive course e-mails.

Last, a note on readings. This course is designed to be challenging and (I hope) rewarding. As such, you will be reading from various sources, including articles, book chapters, and textbooks. Given the varied nature of the readings, expect to devote time to careful reading of each piece. Plan to complete your readings at the start of the week and prior to class so that you can follow the lecture, ask questions, and participate fully. To guide your reading, please consult the reading questions that are available. For readings in Smith's *Talons of the Eagle*, consult the questions at the end of each chapter. For other readings, consult the contents section for this course on D2L.

V. Class Policies & How to Succeed in this Course

TIPS FOR SUCCESS:

- Take notes on the reading and during lecture.
- Keep up with the weekly reading assignments and come to class ready to discuss the material.
- Come by office hours. This is a two hour window when I will be available to talk with you on a one-to-one basis. You should feel free to bring questions, discuss assignments, or just stop by to talk about contemporary political issues.

ADDITIONAL ADMINISTRATIVE ISSUES:

Attendance: Regular attendance is required. Please notify Professor Sugiyama via e-mail if you are unable to attend class.

Class Etiquette: Please arrive on time and refrain from exiting and re-entering class while class is in session as this is disruptive to those around you. As such, remember to use the restroom before the start of class.

In-Class Electronic Usage: Please respect the instructor and your fellow colleagues by turning off all ringing or beeping devices during class. In addition, please do not “text” during class. Laptops are permitted for note taking purposes only as Internet web surfing is a distraction to you and those around you.

D2L: We will use D2L for occasional announcements, course materials, and grade management. Please log-in and check the course site on a regular basis.

E-mail: The best way to contact me is via e-mail. Please note however that e-mail is best suited for short inquiries and administrative matters. Questions about course content should be made in person, before or after class, or during office hours.

Academic Misconduct: Students who violate University rules on scholastic dishonesty are subject to disciplinary action and disciplinary sanctions by the University. Per the UWM policies and procedures regulations on academic misconduct, prohibited conduct includes:

... cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed¹.

Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic misconduct will be strictly enforced.

In practice, this includes the possibility of course failure for academic misconduct. For more information, see: <http://www.uwm.edu/Dept/OSL/DOS/conduct.html>

Disability Accommodations: At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Student Accessibility Center (SAC). To ensure that the most appropriate accommodations are provided, students should contact the SAC Office. For more information, see: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

Religious Beliefs Accommodation: On occasion, students may find it necessary to miss class in order to observe a religious holiday. In order to ensure reasonable accommodation, students should inform the instructor of the conflict prior to the holiday. Any conflicts with assignments, tests, or other coursework must be addressed before the due date. For more information, see http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

Military Duty: Students called up for active military duty should contact the instructor for accommodation. For more information on the university's policies, see: <http://www3.uwm.edu/des/web/registration/militarycallup.cfm>

Discriminatory Conduct: For information on definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct, see: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

Incompletes: For more information on UWM's policy on incompletes, see: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

VI. Readings

1. Required Course Packet, available for purchase at Panther Bookstore (3132 N. Downer Ave, Milwaukee, WI 53211 / (414) 967-1111).

The following required books are available for purchase at the UWM Bookstore:

2. Danner, Mark. 1994. *The Massacre at El Mozote*. New York: Vintage Books.
3. Kennedy, Robert. 1999. *Thirteen Days: A Memoir of the Cuban Missile Crisis*. New York, W.W. Norton and Co.
4. Smith, Peter. 2007. *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*. Oxford, U.K.: Oxford University Press.

I. Introduction to U.S.-Latin American Relations: An Overview

Week 1 (Sept. 8): Introduction to the Course

Smith, Introduction (pp. 1-8)

Week 2 (Sept. 13 & 15): Theoretical Approaches to U.S.-LA Relations, Actors, Ideas, & Interests.

Who engages in foreign relations? What role do interests play in shaping U.S. Policy towards Latin America? What are the competing explanations theorists have employed to explain international cooperation and conflict?

Kryzanek, Michael. 2008. U.S. Latin American Relations. Westport: Praeger Publishers. Chapter 5-6 (pp. 125-189). [R]

Morgenthau, Hans J. "Six Principles of Political Realism" in Robert Art and Robert Jervis International Politics, New York: Pearson/Longman. (pp. 7-14). [R]

Mearsheimer, John J. "Anarchy and the Struggle for Power" in Robert Art and Robert Jervis International Politics, New York: Pearson/Longman. (pp. 50-60). [R]

Harbour, Frances V. 1999. Thinking About International Ethics: Moral Theory and Cases from American Foreign Policy. Boulder: Westview. Chapter 1 (pp. 13-27). [R]

Lenin, V.I. "Selections from Imperialism: The Highest State of Capitalism" in Jeffrey A Frieden and David A. Lake. International Political Economy. London: Unwin Hyman. (pp. 109-119). [R]

Week 3 (Sept. 20 & 22) Historical Antecedents

What major principles guided U.S.-Latin American Relations pre-1945? How did the "European game" influence U.S. relations its neighbors? How do you evaluate the "gospel of democracy"? Why does Smith argue that the decade of the 1930s stands out a "golden era" of U.S. relations with Latin America?

Smith, Chapters 1-3 (pp. 13-110).

*** Extra-Credit due September 20th by midnight ***

II. Promoting Democracy? Cold-War Era & Beyond

Week 4 (Sept 27 & 29): Intro to Cold-War & Revolutionary Movements

How did the Cold War and U.S. Super Power status alter inter-American relations? How important was promotion of democracy during this period? Why were revolutionary movements and even democratically elected socialist presidents threatening to the U.S.?

Smith, Chapters 4-6 (pp.113-210).

*** Map Quiz September 27th ***

Week 5 (Oct. 4 & 6): Cuba: From Revolution to the Missile Crisis

How did the different governmental actors respond to the missile crisis? How would you describe the U.S. decision-making process during this period (Rational, Organizational Process, or Bureaucratic Politics)?

Kennedy, Robert. 1999. *Thirteen Days: A Memoir of the Cuban Missile Crisis*. New York: W.W. Norton and Co. (pp. 7-98)

Recommended:

Allison, Graham T. 1969. Conceptual Models of the Cuban Missile Crisis. *American Political Science Review*. Vol. 63, No. 3, pp. 689-718. Available on D2L.

*** Essay #1 due October 6th ***

Week 6 (Oct. 11 & 13): Covert Activities – U.S. & Military Regimes in South America

What are the origins of human rights norms worldwide? What strategies/policies did the U.S. pursue to advance its Cold War objectives in South America? What were the consequences for democracy and human rights? How did activists in Latin American and worldwide respond?

Sikkink, Kathryn. 2004. *Mixed Signals: U.S. Human Rights Policy in Latin America*. Ithaca: Cornell University Press. Introduction, Chapter 2 and 3 (pp. 3-76). [R]

Start Reading: *The Massacre at El Mozote*.

Declaration of Human Rights, available online at:
<http://www.unhchr.ch/udhr/lang/eng.htm>

Week 7 (Oct. 18/20): Central America

How did the U.S. exert its influence in El Salvador, Guatemala, and Nicaragua? How did the Reagan and Carter administrations differ, if at all? What makes Danner's account of the massacre at El Mozote compelling?

Sikkink, Kathryn. 2004. *Mixed Signals: U.S. Human Rights Policy in Latin America*. Ithaca: Cornell University Press. Chapter 6 and 7 (pp.121-180; focus reading on Central American countries). [R]

Danner, Mark. 1994. *The Massacre at El Mozote*. New York: Vintage Books. (All)

Week 8 (Oct. 25/27): Review & First Exam

October 25th – In-Class Exam Review

**** Oct. 27th: In-Class Mid-Term Exam ****

Week 9 (Nov. 1/3): Democratization

What is democracy? Can the U.S. export democracy? What challenges lie ahead for democracy in Latin America?

Cedras Cruz, Rodolfo. 1999. "United States Foreign Relations and the Promotion of Democracy in Latin America" in Victor Bulmer-Thomas and James Dunkerley, eds., *The United States and Latin America: The New Agenda*. London: Institute of Latin American Studies (pp. 123-139). [R]

Martz, John D. 1995. "Championing of Democracy Abroad: Less from Latin America" in John Martz, ed. *United States Policy in Latin America: A Decade of Crisis and Challenge*. Lincoln: University of Nebraska Press. (pp. 357-385). [R]

III. Contemporary Issues in U.S.-Latin American Relations

Week 10 (Nov.8/10): Market Reform & Trade: The path to development?

How have Latin American governments sought to promote their economic development? Will Latin America always experience dependent development? Who are the main supporters of free trade? Are there winners and losers?

Smith, Chapter 7 (pp. 213-240).

Smith, Chapter 9 (pp. 273-304)

Munck, Ronaldo. 2003. *Contemporary Latin America*. Houndsmills: Palgrave McMillan. Chapter 3, (pp. 43-61). [R]

Recommended:

Grayson, George. 1995. "U.S.-Mexican Relations: The Challenge of NAFTA." In John Martz, ed. *United States Policy in Latin America: A Decade of Crisis and Challenge*. Lincoln: University of Nebraska Press. (pp.113-143). Available on D2L.

**** Essay #2 due Nov. 10th ****

Week 11 & 12: (Nov. 15/17 & 22): Immigration

How has immigration to the United States changed over time? Why do people immigrate to the US? Why does U.S. Immigration policy privilege some groups but not others? In what ways do non-citizens contribute to the United States? What are the benefits of citizenship?

Smith, Chapter 8 (pp. 259-272).

DeSipio, Louis and Rodolfo de la Garza. 1998. *Making Americans, Remaking America*. Boulder: Westview Press. Chapters 4 & 5 (pp. 95-134). [R]

Mitchell, Christopher. 2000. "The Future of Migration as an Issue of International-Relations" in Jorge I. Domínguez Ed. *The Future of Inter-American Relations*, New York: Routledge. (pp. 217-236). [R]

Supplemental Readings: TBA

* Note: Wednesday, November 24th Thanksgiving Holiday*

Week 13 (Nov. 29 & Dec. 1): Narcotics

What's a narcotic? Is this a simple supply vs. demand issue? What are the costs (financial, human, etc.) of illegal drug trafficking?

Smith, Chapter 8 (pp. 241-259)

Steiner, Roberto. 1999. "Hooked on Drugs: Colombian-U.S. Relations" in Victor Bulmer-Thomas and James Dunkerley eds., *The United States and Latin America: The New Agenda*. London: Institute of Latin American Studies. (pp. 159-175). [R]

Kryzanek, Michael. 2008. *U.S. Latin American Relations*. Westport: Praeger Publishers. Chapter 10 (pp. 261-277). [R]

Week 14 (Dec. 6 & 8): The War on Terror & the Future of U.S.-Latin American Relations

Smith, Chapter 10-12 (pp. 307-394).

Isaacs, Anita. 2000. "International Assistance for Democracy: A Cautionary Tale" in Jorge I. Domínguez Ed. *The Future of Inter-American Relations*, New York: Routledge (pp. 259-286). [R]

Lowenthal, Abraham F. 2010. "Obama and the Americas: Promise, Disappointment, Opportunity" in *Foreign Affairs*; July/August, Vol. 89, No. 4, pp. 110-124. [R]

Dec. 6th Analytic Essay #2 due In Class

*** Dec. 8th Student Presentations of Analytic Essay #2 ***

Week 15: (Dec. 13) – Exam Review

**** Final Exam: Tuesday, December 21st 10:00-12:00 (noon)**