

U.S. – Latin American Foreign Relations
University of Wisconsin-Milwaukee
Fall 2014

Political Science 346
Tues./Thurs 3:30-4:45
BOL B40

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(*NOTE SPELLING)

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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. policy, articulate your own level of support, and critically assess contemporary debates and events.

III. Grading

Extra Credit	1%
Map Quiz	5%
3 Analytic Essays (3 pages)	30% (10% each)
Mid-term Examination	25%
Final Examination	30%
In-Class Participation	10% (Oral participation & pop-quizzes)

IMPORTANT DATES:

Extra Credit:	September 14 th (by 11:59pm)
Map-Quiz:	September 23 rd
Analytic Essays:	October 7 th , Nov. 6 th , Dec. 4 th
Mid-Term Exam:	October 23 rd
Final Exam:	Monday, December 15 th 3:00-5:00pm

IV. Assignments

Map-Quiz: The map quiz will test your knowledge of the region's geography.

Analytic Essays:

The 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 consist of short IDs, 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 regarding documentation requirements.

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

Pop-Quizzes: These in class quizzes are designed to provide students with low-stakes opportunities to assess their comprehension of course material. Quizzes will be graded on a 3-point scale. All missed quizzes will receive a "0."

Extra-Credit: Complete the D2L scavenger hunt and upload a digital photo of yourself as part of your D2L profile. If you do not have access to a digital camera and do not have a digital photograph on file, please consult with the teaching assistant to help you complete this extra credit assignment.

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

A: 94 to 100	Excellent
A-: 90-93	Very Good
B+: 87-89	
B: 84-86	Good
B-: 80-83	
C+: 77-79	
C: 74-76	Fair (Average)
C-: 70-73	
D+: 67-69	
D: 64-66	Poor
D-: 60-63	
F: Less than 60.	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 emails.*

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.

Expectations of your time: Be involved! I assume you are taking this course because you are interested in this topic and not simply because it meets a graduation requirement. You have ample opportunity to class to share your interests and ideas. This course is designed to be challenging and (I hope) rewarding. I expect that you will keep up with readings prior to classes each week. The amount of reading varies with each topic and article; some readings require in-depth study, while others can be read more quickly. A general rule-of-thumb is spending 3 hours outside of class per credit. So, you should plan to spend about 9 hours per week taking notes on readings and doing assignments. Attendance and active engagement in class are required and count toward your final grade.

	Undergrad
Time in the classroom (face-to-face instruction)	37.5
Time spent on reading course material	75.5
Time taking preparing for quiz and exams	10
Time for completing assignments	25
Total Hours	148

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 readings.
- Come by my 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 email if you are unable to attend class.

D2L: This class will also utilize the Desire to Learn (D2L) online software. We will use D2L to post grades, readings, and make announcements. ** For this reason, you must have a valid email address to receive D2L related announcements. Log-into D2L to make sure the university email you have registered is going to your inbox. If not, forward your UWM address to another email you check daily. If you don't know how to do this, consult the UWM Help Desk at 414-229-4040. ** You will want to check the D2L course site on a regular basis.

In-Class Electronic Usage: Please respect the instructor and your colleagues by turning off all ringing or beeping devices during class. Laptops are permitted for note taking purposes only as Internet web surfing is a distraction to those around you.

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.

Hybrid Course Features: For some weeks in the semester, this course will move to an on-line format due to instructor travel. Professor Sugiyama will notify students ahead of time to indicate which sessions the "lecture" and "discussion" will be held online via D2L. Lecture material will be made available in the "content" section of D2L. Class discussion will be conducted via the discussion feature on D2L.

Academic Misconduct: The course requires professional conduct and submission of your own work. Students who violate University rules on scholastic dishonesty are subject to disciplinary action and sanctions. 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. For more information, see:

<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>

Thus, to maintain academic integrity, anyone found guilty of cheating or plagiarism will automatically receive a grade of **“F” for the course**. The instructor will also report academic misconduct to the University, resulting a full review and severe penalties. Be sure you understand what plagiarism means and how to avoid it. For instance, you cannot “cut and paste” text from any source (e.g. book, classmates’ shared notes, instructor’s lecture notes, newspapers, websites, or discussion-board posts) without proper attribution. Be sure you know when and how to reference your sources.

For a “real world” example on what plagiarism looks like and why it’s problematic, read this article from the New York Times. Be sure to look at the interactive graphic, which provides detailed examples, as well.

<http://www.nytimes.com/2014/07/24/us/politics/montana-senator-john-walsh-plagiarized-thesis.html>

For other academic information on plagiarism, see:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>,

<http://owl.english.purdue.edu/owl/resource/589/01/> and

<http://guides.library.uwm.edu/content.php?pid=217260&sid=1806375>. For information on UWM’s policies on plagiarism, see:

http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

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

¹ http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

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

VI. Readings

Required books, available for purchase at the Union Bookstore:

Danner, Mark. 1994. *The Massacre at El Mozote*. New York: Vintage Books. ISBN-13: 978-0679755258 (Retail New \$15.95)

Kennedy, Robert. 1999. *Thirteen Days: A Memoir of the Cuban Missile Crisis*. New York, W.W. Norton and Co. ISBN: 0393318346 Retail \$14.95.

Smith, Peter. 2012. *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*. Oxford, U.K.: Oxford University Press. ISBN-13: 978-0199856954 (Retail New \$44.95; also available for rent).

Required Supplemental Readings, available for downloading on course D2L website.

Note: Please bring books and articles with you to class.

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

Week 1 (Sept. 2 & 4): Introduction to the Course: Theoretical Approaches to U.S.-LA Relations

Smith, Introduction (pp. 1-10)

Kryzanek, Michael. 2008. *U.S. Latin American Relations*. Westport: Praeger Publishers. Chapter 5-6 (pp. 125-189). [D2L]

Week 2 (Sept. 9 & 11) 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?

Morgenthau, Hans J. "Six Principles of Political Realism" in Robert Art and Robert Jervis *International Politics*, New York: Pearson/Longman. (pp. 7-14). [D2L]

Mearsheimer, John J. "Anarchy and the Struggle for Power" in Robert Art and Robert Jervis *International Politics*, New York: Pearson/Longman. (pp. 50-60). [D2L]

Harbour, Frances V. 1999. *Thinking About International Ethics: Moral Theory and Cases from American Foreign Policy*. Boulder: Westview. Chapter 1 (pp. 13-27). [D2L]

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). [D2L]

Extra Credit Due September 14th

Week 3 (Sept. 16, 18): 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 1-4 (pp. 13-113).

Recommended:

Lake, David. “International Economic Structures and American Foreign Economic Policy, 1887-1934” in Jeffrey A Frieden and David A. Lake. *International Political Economy*. London: Unwin Hyman. (pp. 120-138). [D2L]

*** September 23rd – Map Quiz***

II. Promoting Democracy? Cold-War Era & Beyond

Week 4 (Sept 23/25): 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 5, 6 and 7 (pp.117-176).

Week 5 (Sept 30/Oct. 2): 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)

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

Week 6 (Oct. 7/9): 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?

Consult the Declaration of Human Rights, available online at:

<http://www.unhchr.ch/udhr/lang/eng.htm>

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). [D2L]

Start Reading: *The Massacre at El Mozote*.

October 7th Analytic Essay #1 Due In Class

Week 7 (Oct. 14/16): 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). [D2L]

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

Week 8 (Oct. 21/23): Review & First Exam

October 21st In-Class Exam Review

Oct. 23th: Mid-Term Exam

Week 9 (Oct. 28./30): 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). [D2L]

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). [D2L]

Finkel, S., Perez Linan, A., and Seligson M. 2007. The Effects of U.S. Foreign Assistance on Democracy Building, 1990-2003. *World Politics*, Vol. 59(3): 404-440. [D2L]

Week 10 (Nov. 4/6): Market Reform and Economic Integration

How have Latin American governments sought to promote their economic development? Will Latin America always experience dependent development?

Smith, Chapter 9 and 10 (pp. 205-245).

Munck, Ronaldo. 2003. *Contemporary Latin America*. Houndsmills: Palgrave McMillan. Chapter 3, (pp. 43-61). [D2L]

Nov. 6th: Analytic Essay #2 Due In Class

III. Contemporary U.S.-Latin American Relations & A look towards the future

Week 11: (Nov. 11/13): International Economic Relations

Why do some observers think the rise of the 'pink tide' in Latin America is a rejection of the Washington Consensus? Is there a single 'left' in Latin America? How would characterize economic relations within the region?

Smith, Chapter 12 (pp. 269- 290)

Pop-Eleches, Grigore. 2012. 'International Economic Relations/International Development' in Peter Kingstone and Deborah Yashar, eds. *Handbook of Latin American Politics*. New York: Routledge.

** Note: I will be lecturing at Brown University on November 11th. Lecture notes and discussion will be conducted on D2L for that day. **

Weeks 12 and 13 (Nov.18/20/25): 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 13 (pp. 291-307).

Additional readings are TBD.

Wednesday, November 27th Thanksgiving Holiday

Week 14 (Dec. 2 & 4): 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 14

Andreas, Peter, and Angelica Duran Martinez. 2012. "The Politics of Drugs and Illicit Trade in the Americas" in Peter Kingstone and Deborah Yashar Eds. *Handbook of Latin American Politics*, New York: Routledge.

Dec. 4th Analytic Essay #3 Due In Class

Week 15 (Dec. 9/11): The War on Terror & the Future of U.S.-Latin American Relations

Smith, Chapter 11 and 16.

Hakim, Peter. 2006. "Is Washington Losing Latin America?" in [Foreign Affairs](#); Jan/Feb2006, Vol. 85 Issue 1, pp. 39-53. [D2L]

December 11th – Exam Review

****Final Exam – Monday, December 15th, 3:00-5:00pm***