

POLS 4450
UNITED STATES AND LATIN AMERICA
UTAH STATE UNIVERSITY

Instructor:	Laura Gamboa	Time:	11:30-12:20
Email:	laura.gamboa@usu.edu	Place:	Old Main 119
Office Hours:	MW 3:00-6:00 (or by appointment)	Office:	Main 330C.
<hr/>			
Teaching Assistant:	Caden Thomas		
Email:	listrain@hotmail.com		
Office Hours:	MWF 1:30-2:20 or by appointment		



What did some "souths" do to deserve certain "norths"? by Quino. Taken from: <http://www.humor-grafico.com/que-habran-hecho-algunos-pobres-sures/>

COURSE DESCRIPTION

Since the 19th century, the United States has been a preponderant power in the American continent. Notwithstanding hegemonic, the US policies towards Latin America have varied across countries and across time. Why? What factors influence US policies towards Latin America? What factors influence Latin America's (lack of) response? Have these policies helped or hinder the region's development? Have they helped the United States achieve domestic and international goals?

In this course we will answer these questions. We will analyze US policies towards Latin America, as well as Latin America's response to those policies. In doing so, we will not only assess domestic and international factors that influence US-Latin American relations, but also the impact that the latter have on the region as a whole.

The goals of this course are:

1. Identify United States' policies towards Latin America. How have they changed and how have they remained the same.
2. Identify Latin American's responses to these policies. How have they changed, how have they remained the same.

3. Use political science approaches to understand change and continuity in US-Latin American relations during the 20th and 21st Centuries.
4. Assess the consequences of these policies for both: the US and Latin America.

By participating in this course you will be able to:

1. Enhance your understanding of current issues in US-Latin American relations
2. Develop your ability to think critically and creatively about those issues.

REQUIREMENTS

Readings

The following books will be available at the University Bookstore or Amazon.com:

- Smith, Petter H. *Talons of the Eagle: Latin America, the United States and the World* New York: Oxford University Press, 2013. Make sure you get the 4th Edition
- Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions* United States: Coffee House Press, 2017. (*Available in Kindle as well*)

All other readings will be accessible in Canvas. You are responsible for the material covered in the lecture and the reading.

Take-Home Exams

Over the course of the semester you will have two take-home exams (a midterm and a final). In each exam, you will have to answer one of three essay questions. These questions will be issue oriented. They will ask you to articulate concepts, theories, and facts learned in class, in a single argument. A good essay should show not only that you understand basic concepts and theories, but also that you are able to use them effectively in your own analysis. You are not expected to do research outside of what we have read, seen or talked about in class. Your essays will be evaluated on your ability to provide a thoughtful, well-supported analysis using class material.

I will distribute the questions one week before the deadline. The essays must have 500 words (*2 pages, double-spaced, Times New Roman*), and they must be turned in IN CLASS on the day they are due. I will collect them at the beginning of the class. I will not read early drafts, but I am happy to discuss essay outlines and/or ideas with you during office hours. The essays are meant to give you a chance to practice writing skills and assess your understanding of class material. Each take-home exam will account for 15% of your grade.

Movie Report

During the semester we will watch the movie *Missing*. You must write a 500 words movie report (*2 pages, double-spaced, Times New Roman*) connecting the audiovisual piece with the political science concepts and cases we are discussing in class. I will provide a guideline highlighting some of the points/questions you should think about when you are watching the film

and writing the report. The movie will be screened within the class schedule. The movie will be also available in DVD in [Course Reserves](#). The movie report will be due a week after the screening. It will account for 10% of your grade.

Book Report

During the semester we will read *Tell Me How It Ends*. It is a short essay that discusses immigration from a very particular and personal perspective. You must write a 500 words (*2 pages, double-spaced, Times New Roman*) book report connecting the book with the broader debate about immigration. I will provide a guideline highlighting some of the points/questions you should think about as you read. We will also discuss the book in class.

Immigration is a sensitive topic and this book is not particularly “neutral.” It is a literature piece and, as such, it does not evaluate two sides of an argument, discusses few facts, and is mostly written from an important, but very personal perspective. I expect some of you to agree with the picture and points the author is making, but I also expect some of you to disagree with the picture and points the author is making. Book reports and in class participation from either position are very much welcomed as long as they are made or written with respect and based on well researched facts. The book report will account for 10% of your grade.

Policy Paper

During the semester, we will prepare a series of policy debates. This exercise will not only increase your knowledge about Latin America and the U.S., but it will also help you practice writing and oral skills, and allow you to think about Latin American-U.S. relations from a perspective other than your own.

In preparation for this debate, you will choose one of the topics below and write a policy paper. Think of it as a recommendation for either a member of Congress or the President, in the form of an structured 700 words essay (*3 pgs, double-spaced, Times New Roman*) that advocates one of the points listed below. The essay needs to be well researched and the sources for the facts and information you mention well cited. In order to make sure that we have essays portraying both sides of the argument, you will have to choose your topic ahead of time. There are a limited number of “spots” for each topic/position.

Good policy papers cannot be written from one day to the other. To get you started with this project I will ask that you turn in a literature review within the first month of class. This literature review will account for 5% of your grade, while the final essay will account for 20%.

After you have turned in your policy proposal you will get together with other students that chose the same topic/position and come up with a collective strategy to advocate your position. You will present these arguments in a series of debates that we will hold the last week of class. You will have enough in-class time to prepare for the debate. Attendance to both the preparation session and the final debates will count towards your debate grade. While one group is presenting, the other groups will serve as juries of the debate using a guide that I will provide. Your group preparation for and performance during the debate will count for 5% of your grade, your peer-evaluation will count for 5% of your grade.

- Immigration Reform
 - For RAISE act
 - Against RAISE act
- The Venezuelan Crisis
 - For unilateral sanctions (suspend oil purchases)
 - Against unilateral sanctions (suspend oil purchases)
- Drug trafficking
 - For the Border Wall
 - Against the Border Wall
- Cuba
 - End Embargo
 - Keep Embargo

Participation

This is an interactive course. In order to learn, you need to participate in class. This means, first, asking questions. It is VERY important that you ask when you don't understand. In my experience, it is very likely that if you have a question others in the class will likely have similar doubts. When you ask questions you help yourself and your classmates. Active participation also means contributing and engaging in class discussions and other in-class activities. In order to do that, you need to come to class prepared. You are expected to read the assigned materials before the class.

Participation counts for 15% of your grade. Your participation will be assessed in two ways. Every session there will be an in-class short quiz. This assignment will account for 10% of your grade. You need to correctly answer 25 out of the 28 questions that will be handed out throughout the semester (i.e. you can miss or get wrong three without penalty.) If you answer all twenty eight, I will count the last five as bonus points that you can use to increase your final grade by 3% (3 points out of 100).

The remaining 5% of the participation grade will account for in-class participation. It will be assessed in terms of your contribution to group discussions and other class-related activities, using a self-assessment participation form.

HONOR CODE

Academic Integrity

You are expected to abide by [USU's Student Code](#). Group study is encouraged but, except for the policy proposal debate, all class assignments are individual. I expect each one of you to present your own work. Plagiarism or cheating will not be tolerated. Any violation to academic integrity will be punished according to USU's policies.

Civility Policy

Learning requires an open and inclusive environment. Having a diverse group of students with different life experiences, backgrounds and points of view enrich us all. It is important that we engage with one another with respect and sensitivity. This means framing our comments and opinions in a respectful and courteous manner, as well as carefully listening to what others say. For more information see [USU's Student Code](#).

POLICIES

Attendance

Attendance is very important for your learning process. **You are expected to attend and participate in class.** It is **your responsibility** to attend class and catch up in the **material, information or announcements** you might have missed if you cannot make it to class. For exams and assignments, I will **only** excuse absences outlined as *excused* or *allowable* absences in the [University Catalog \(2017-2018\)](#)

Email

You are welcome to email me with questions and comments. Please allow me 24 hours to respond. During weekends or holidays it might take me longer to respond.

It is extremely important to know how to write professional emails. What you write and how you write it reflects how serious and professional are you. When you write me, you are writing a professional email. As such, please make sure you use the appropriate email etiquette: address me by title and name, end your email with a closing and a signature, etc.

Before you write me, you should also make sure you cannot find the information you are asking for elsewhere. Information like my office hours, the readings assigned, the assignments deadlines etc. is information that you can easily find in the syllabus and Canvas. If you want more information about how to write professional emails refer to this guideline: [Email Etiquette: Guidelines for Writing Your Professors](#).

Electronic Devices

You can use your laptop and tablet in class to access the readings and/or take notes, but please refrain from using it for any other activity (i.e. Facebook, Twitter, email, messenger etc.). Doing so distracts you and everybody around you (including me!). For that same reason, I will ask you to keep your cellphone inside your backpack during class.

Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444, <https://www.usu.edu/drc/>. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

DEADLINES

Take-Home Exams	
# 1	<i>Oct 13</i>
# 2	<i>TBD</i>
Movie Report	
# 1	<i>Oct 27</i>
Book Report	
# 2	<i>Nov 13</i>
Policy Proposal	
Topic	<i>Sept 8</i>
Literature Review	<i>Sept 29</i>
Policy Proposal	<i>Nov 27</i>
Debate	<i>Dec 1-8</i>

NOTE: Late assignments will get a deduction of 10 points (out of 100) per day.

GRADING

Take-Home Exams	
# 1	<i>15%</i>
# 2	<i>15%</i>
Participation	
Class Questions	<i>10%</i>
In-class Participation	<i>5%</i>
Movie Report	
# 1	<i>10%</i>
Book Report	
# 2	<i>10%</i>
Policy Paper	
Policy Paper	<i>25%</i>
• Lit Review #1	<i>5%</i>
• Final Draft	<i>20%</i>
Debate	<i>15%</i>
• Debate Performance #1	<i>5%</i>
• Peer-Evaluation	<i>5%</i>

CLASS SCHEDULE

NOTE: We may discover that we want to spend more/less time on certain topics. I may consider making changes to the class schedule if such a change would benefit most students' learning in this course.

INTRODUCTION

August 28: Course Overview

August 30-Sept 1: No Class

September 6: US-LA, Why should we care?

- Citrin, Jack et al. [Trump Wants an Immigration Overhaul: Do Americans Agree?](#) *Monkey Cage*, April 3, 2017.
- [Exporting Chaos to Venezuela](#), *New York Times*, August 17, 2017.
- Brancati, Dawn and Javier Corrales. [Trump has threatened to rip up the “deal” with Cuba. Would that work?](#), *Monkey Cage*, November 29, 2016
- [Argentina: Soybean Industry Finds a Friend in China](#), *Stratford Worldview*, August 25, 2017

APPROACHES TO US-LA

September 8: Structural Approaches

- Weeks, Gregory Barts. 2015. *US-Latin American Relations*. Maiden, MA: Wiley Blackwell. Third Edition. Chapter 1. Pp 1-13.
- Smith, Peter H. 2013. *Talons of the Eagle*. New York-Oxford: Oxford University Press. Ch 1. Pp. 1-9.
- [“Dependency Theory - is it all over now?”](#) *The Guardian*. March 1, 2012.

September 11: Agency

- *Talons of the Eagle* Ch. 15 Pp. 341-356.
- Long, Tom. 2015. *Latin America Confronts the United States*. New York: Cambridge University Press. Chapter 1. Pp. 1-24.

US IMPERIALISM

September 13: Rise of US Hegemony

- Weeks, Gregory B. 2015. *US-Latin American Relations*. Chapter 3. Pp. 43-68

September 15: Puerto Rico

- Marcano-Rivera, Rashid. [Puerto Rico Can't Pay its Debt, and the United States is Partly to Blame](#), *Monkey Cage*, July 15, 2015.
- White, Gillian B. ["Puerto Rico's Problems Go Way Beyond Its Debt"](#) *The Atlantic*, Jul 1, 2016.
- Meléndez Edwin. [Is Congress' plan to save Puerto Rico working?](#) *The Conversation*, July 31, 2017
- Newkirk II, Vann R. [Puerto Rico's Plebiscite to Nowhere](#), *The Atlantic*, June 13, 2017.

September 18: US-LA 1900-1940s

- Smith, Peter H. *Talons of the Eagle*. Chapter 4 pp. 92-113.
- Governments of Mexico and the United States 2000 [1942] "The Bracero Program" in *Latin America and the United States: A Documentary History* Pp. 165-167.
- Mondello, Bob. ["Walt & El Grupo' Documents Disney Diplomacy"](#) *NPR: All Things Considered* Aired: September 10, 2009. (Audio file available the link)
- ["What Walt Disney Learned from South America"](#) Interview to Ted Thomas, director of "Walt & El Grupo" *NPR* Aired: September 17, 2009. (Audio file available in the link)

COLD WAR

September 20: Introduction to the Cold War

- Smith, Peter H. *Talons of the Eagle*. Chapter 5. Pp. 117-126
- Trask, Roger R. 2000. "The Impact of the Cold War on US-Latin American Relations" in *Neighborly Adversaries: Readings in US-Latin American Relations*. Pp. 107-115.
- Domínguez, Jorge I. "US-Latin American Relations During the Cold War and its Aftermath" in *United States and Latin America: The New Agenda* Eds. Víctor Bulmer-Thomas and James Dunkerley. Cambridge, MA: Harvard University Press, 1999. Pp. 33-49.

September 22: Courting Dictators

- Smith, Peter H. *Talons of the Eagle*. Chapter 5 Pp. 126-133.
- Carothers, Thomas. ["Backing the Wrong Tyrant"](#) *New York Times* June 12, 1994.

September 25: Making Friends

- Smith, Peter H. *Talons of the Eagle*. Chapter 6. Pp. 134-150

September 27: Crushing Enemies

- Smith, Peter H. *Talons of the Eagle*. Chapter 7. Pp. 151-176

September 29: Crushing Enemies

- Immerman, Richard. H. "Guatemala as a Cold War History." *Political Research Quarterly* 95(4): 629-653.
- Schlesinger, Stephen. "Ghosts of Guatemala's Past" [New York Times](#). June 3, 2011

October 2: Fighting the Cold War in Latin America

- Smith, Peter H. *Talons of the Eagle* Chapter 8. Pp. 177-202

October 4: Fighting the Cold War in Latin America

- Smith, Peter H. *Talons of the Eagle* Chapter 8. Pp. 177-202
- Molano, Alfredo. 2000. "The Evolution of the FARC: A Guerrilla Group's Long History" *NACLA Report on the Americas* 34:2, 23-31.
- "War and Jaw." [The Economist](#) November 12, 1998
- Ocampo, Jose Antonio [Colombia's Long Road to Peace](#) *Aljazeera* Sept 3, 2016

October 4: Cuba

- Skidmore, Thomas et al. "Cuba: Key Colony, Socialist State" in *Modern Latin America*. Pp. 112-131.
- Luxenberg, Alan. 2015. "Did Eisenhower Push Castro in the Arms of the Soviets?" in *Neighborly Adversaries: Readings in US-Latin American Relations*. Pp. 171-186
- Robinson, Linda. 1996. "The Price of Military Folly. JFK, the CIA, and Cuban Exiles: A Disaster Called the Bay of Pigs" *U.S. News and World Report*, April 22. Pp. 53-56.

October 9-13: Movie Missing

- Devine, Jack. "What Really Happened in Chile?" *Foreign Affairs* July/August 2014.
- Kornbluh, Peter. "Showdown: What Really Happened in Chile?" *Foreign Affairs* September/October 2014.
- Schemo, Diana Jean. "U.S. Victims of Chile's Coup: [The Uncensored File.](#)" *New York Times* February 13, 2000
- "New Evidence Surfaces in '73 Killing of American in Chile." *New York Times* March 12, 2004
- Bonnefoy, Pascale. "Chilean Court Rules U.S. Had Role in Murders." *New York Times* June 30, 2014
- Bonnefoy, Pascale. "2 Sentenced Murderers in Chile Coup." *New York Times* Jan 28, 2015

COLD WAR AFTERMATH (1990S)

October 16: Transitions to Democracy

- Crandall, Russell. 2008. *The United States and Latin America After the Cold War*. New York: Cambridge University Press. Pp. 27-37.
- Ortega, Alejandro. “[International Effects on the Democratic Onset in Chile](#)” *Stanford Journal of International Relations* Spring 2010

October 18: Hegemony and Geoeconomics

- Crandall, Russell C. *The United States and Latin America After the Cold War* Pp. 54-84.

October 19: Hegemony and Geoeconomics

- Long, Tom. “A Recalculation of Interests: NAFTA and Mexican Foreign Policy” in *Latin America Confronts the United States*. Ch. 4. 129-173

October 23: Hegemony and Geoeconomics

- Blecker, Robert A. “[Trump’s ‘America First’ strategy for NAFTA talks won’t benefit US workers](#)” *The Conversation*, August 15, 2017.
- Hills, Carla. “NAFTA’s Economic Upsides” *Foreign Affairs*. January/February 2014.
- Castañeda, Jorge G. “NAFTA’s Mixed Record” *Foreign Affairs* January/February 2004.
- “[Are Trade Agreements Good for Americans?](#)” *New York Times* March 17, 2016

October 27: Latin America’s Left Turn

- Smith, Peter H. *Talons of the Eagle*. Chapters 10 (Pg. 226-245) and 12 (Pg. 269-290)

October 25: No Class

IMMIGRATION

October 30: Immigration

- Smith, Peter H. *Talons of the Eagle*. Chapter 13, pp. 291-307.
- Baker, Peter. [Trump Supports Plan to Cut Legal Immigration by Half](#), August 2, 2017.
- Kulish, Nicholas et al. [Trump’s Immigration Policies Explained](#), *New York Times*, February 21, 2017.
- [The U.S. Immigration Debate](#) *Council of Foreign Relations*, June 29, 2017.

November 1: Illegal Immigration

- Holman, Mirya and Emily Farris. [Sheriffs are enthusiastic about enforcing U.S. immigration law. That makes a big difference](#), *Monkey Cage*, May 30, 2017.
- Collingwood, Loren. [Sanctuary Cities do not Experience an Increase in Crime](#), *Monkey Cage*, October 3, 2016.

- Chose one of these two:
 - “Wage War; Immigration Economics” *The Economist*, August 27, 2016.
 - Davis, Bob. “Illegal Immigration ’s Thorny Economics. Arizona economy shrank when migrants left, but some benefits emerged” *Wall Street Journal*, February 10, 2016
- Yee, Vivian, Kenan Davis and Jugal K. Patel. [Here’s the Reality About Illegal Immigrants in the United States](#), *New York Times*, March 6, 2017.

November 3: Legal Immigration

- Gjelten, Tom [How the White House’s Immigration Reforms Backfire](#), *The Atlantic*, August 7, 2017.
- Conrad, Edward [America’s Got Talent, but not Nearly Enough](#) *Wall Street Journal*, August 2017.

DRUG TRAFFIC AND VIOLENCE

November 6: War on Drugs

- Smith, Peter H. *Talons of the Eagle* Chapter 14. pp. 310-328.
- Crandall, Russell C. *The United States and Latin America After the Cold War* Pp. 38-53.
- Dufton, Emily. [“The War on Drugs: How President Nixon Tied Addiction to Crime”](#) *The Atlantic* March 26, 2012.

November 8: War on Drugs Colombia

- Crandall, Russell C. “Colombia: The Narcotization of U.S. Policy” in *The United States and Latin America after the Cold War* Pgs. 85-101
- Long, Tom. “An Urgent Opportunity: The Birth of Plan Colombia” in *Latin America Confronts the Untied States* Ch. 5. Selected Pgs.
- Sontag, Deborah [The Secret History of Colombia’s Paramilitaries and the US War on Drugs](#), *New York Times*, September 1, 2016

November 10: War on Drugs Mexico

- Gómez Romero, Luis [A Decade of Murder and Grief: Mexico’s War Turns Ten](#), *The Conversation*, December 11, 2016.
- Casteel, Cathryn. [Trump’s wall won’t stop the drugs](#) *Five Thirty Eight*, April 26, 2017.
- Angel, Arturo [Data Shows Mexico Losing Battle with Organized Crime](#), *InSight Crime*, September 27, 2016.
- Lopez, German [“Where do Mexican drug cartels get their guns? The US.](#), *Vox*, January 14, 2016.
- **(Optional)** Drugs and Democracy: Toward a Paradigm Shift. *Statement by the Latin American Commission on Drugs and Democracy*

- (Optional) “America’s New Drug Policy Landscape” [Pew Research Center](#) April 2, 2014.

OTHER “HOT” TOPICS

November 13: US and Cuba

- Prokop, Andrew “How domestic politics drove America’s Cuba embargo, and might soon end it” [Vox](#) December 17, 2014.
- Alvarez, Lizette. “For Cubans in Miami, the Gulf to their Homeland Narrows” [New York Times](#) December 20, 2014.
- López, Mark Hugo and Jens Manuel Krogstad. “As Cuban-American Demographics Change so do Views on Cuba” [Pew Research Center](#) December 23, 2014
- Neuman, William. “On the Open Road, Signs of a Changing Cuba” [New York Times](#) January 6, 2015

November 15: US and Cuba

- Carey, John M. Don’t expect the Cuban government to be grateful when the embargo lifts. [Monkey Cage](#), April 6, 2016.
- Perla Jr, Héctor. Obama’s visit to Cuba is actually a triumph of Castro’s revolutionary defense policies. [Monkey Cage](#), March 23, 2016.
- Hirshfield Davis, Julie Trump Reverses Pieces of Obama-Era Engagement With Cuba, [New York Times](#), June 16, 2017.
- Kunović, Martina Five things you need to know about Trump’s Cuba policy – and who it will hurt, [Monkey Cage](#), June 22, 2017

November 17: Venezuela: What Went Wrong?

- Crandall, Russell C. “The United States Vs. Hugo Chávez” in *United States and Latin America after the Cold War*. Pg. 119-134.
- Fisher, Max and Amanda Taub. How Venezuela went from the richest economy in South America to the brink of financial ruin [Independent](#), May 21, 2017.
- Gamboa, Laura. Venezuela has lost its democratic facade, [The Conversation](#), April 12, 2017.
- “The mess tropical Marxism Makes” [The Economist](#), July 29, 2017
- Idler, Annette. Venezuela’s Instability has far Broader Implications. Here’s What is at Stake, [Monkey Cage](#), August 10, 2017.

November 20: Venezuela: What Now?

- Lowenthal, Abraham F. Can the World Help Venezuela Save Itself?, [New York Times](#), April 7, 2017
- McCoy, Jennifer Commentary: Protests alone won’t fix Venezuela. This approach could., [Reuters](#), May 2, 2017.

- Toro, Francisco [No, the United States won't invade Venezuela, but here's what it could do to help](#), *Washington Post*, August 12, 2017
- Interview with Dorothy Kronick and Jennifer McCoy. [How Venezuela Could Find a Way Out of Chaos](#) , August 3, 2017. (Listen to Podcast).
- **Optional** “Venezuela’s agony” *The Economist*, July 29, 2017.

POLICY DEBATES

November 27-29: Debate Prep

December 1: Immigration Debate

December 4: Venezuela Debate

December 6: Cuba Debate

December 8: Drug Trafficking Debate