

Latin America-U.S. Relations
POLS 3810

Spring 2023
Mon/Wed, 3:10 pm - 4:25 pm
McGannon Hall #122

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Office hours- Monday and Wednesday, 4:30-5:30 (or by appointment)

*Email is the best way to reach me to schedule an appointment

Course Description and Objectives:

Porfirio Díaz, who governed Mexico for most of the period from 1876 until 1911, is credited with speaking the famous line, "¡Pobre México! ¡Tan lejos de Dios y tan cerca de los Estados Unidos!" (*Poor Mexico, so far from God and so close to the United States!*) Whether due to the economic power of the United States, military intervention by the US, or the cultural influences of their northern neighbor, international affairs have long played a defining role in shaping the societies and politics of Latin America. Often US influence in Latin America is seen as meddling (at best) and imperialistic (at worst), but the US has also attempted, with mixed results, to promote political stability, economic development, and political democracy in the region. When we consider that the United States is only one of the important international actors at work in the region, the picture becomes incredibly complicated. Of course, US-Latin America relations are not a one-way street and we will devote significant attention throughout the course to the ways that various Latin American countries and their citizens impact US policy and life in the United States.

One of the challenges of studying US relations with our hemispheric neighbors is the question of power asymmetry. One of the defining characteristics of US-Latin American relations over the better part of the last two centuries is the preponderance of power (particularly economic and military power) concentrated in the hands of a single actor- the United States. This creates certain analytical problems that we will discuss throughout the course. More importantly, it creates both challenges and opportunities for working across geographic, class, racial, ethnic, sexual, and religious boundaries. I cannot offer THE path to navigating these complicated and power-laden relationships, but I intend to push you to begin (or continue) engaging with the messy ethical and practical issues these inequalities give rise to. My goal for the course is that you leave it prepared to engage actively with an imperfect hemisphere in ways that begin to mitigate the causes and consequences of the injustices and inequalities that have so often defined the region and the relationships between its diverse people.

Required texts:

All required texts are available for purchase at the Saint Louis University Bookstore in the Busch Student Center. Readings that are not in the two required books will be available on Canvas.

The required books for the course are:

Michael LaRosa and Frank Mora, eds. 2015. *Neighborly Adversaries: Readings in US-Latin American Relations*, 3rd edition. New York: Rowman and Littlefield.

Neuman, William. 2022. *Things Are Never So Bad That They Can't Get Worse: Inside the Collapse of Venezuela*. New York: St. Martin's Press.

Course requirements and grading:

Students will be evaluated based on their work on the following tasks

Map quiz: 10% of final grade

Without a basic understanding of Latin American geography you will be literally lost in this course. With that in mind, a short quiz will be given at the beginning of class on **February 1st**. You will be asked to identify various Latin American countries and their capitals on a map. A copy of the map is available on the course's Canvas page.

Mid-term exam: 30% of final grade

This exam will be given in class on **March 8th** and will consist of short answer and essay questions.

Venezuela paper: 10% of final grade

The paper will be due on **March 29th**. Guidelines with specific questions will be distributed in early March.

Final exam: 20% of final grade

A short final exam will be given in class on **May 8th**.

Final writing assignment: 20% of final grade

All students will have a choice of 3 assignments for their final writing assignment (all assignments are 4-5 pages).

1. Book review- You will work with the professor to identify a recent scholarly book relevant to the course. Your book review should be analytical in nature and not merely a summary.
2. Policy analysis- Identify a key issue in US-Latin America relations and elaborate specific policy recommendations for your target audience.
3. Country study- Select a Latin American country and explain key issues that are important to US foreign policymakers. Your paper should both identify the key issues in this bilateral relationship and contain specific recommendations for how the US should respond.

*Papers are due at the scheduled time of the Final Exam (**May 12th @ 4:00pm by email**).

Participation: 10% of final grade

Your attendance and active participation are vital to the success of this course. Different students participate in different ways. At a minimum, students should come to class on time having read and thought about the assigned readings for that class. I expect that all students will make a contribution to class discussions through comments, questions, criticisms, and analysis of the assigned readings. In assigning grades, quality of participation will take precedence over quantity of participation (hence, the student who participates frequently but without giving much thought to his/her comments/questions is not at an advantage compared to the student who offers occasional but insightful analysis and questions).

Final letter grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

Academic Integrity:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations:

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Title IX:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any

form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Mandatory Syllabus Statement on Face Masks (until further notice):

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)

- dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Mandatory Syllabus Statement on In-Person Class Attendance and Participation (until further notice):

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must [work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.](#)

4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

Course schedule:

January 18- Introduction and syllabus.

January 23- Getting up to speed: Major issues in contemporary US-Latin America relations.

**Neighborly Adversaries*, Ch. 1

*"The Case for Renewed Cooperation in a Troubled Hemisphere" (skim)

*Boot, Max. "Opinion: Florida is no Longer a Swing State: That's Good News for US Foreign Policy," *Washington Post*, 28 November 2022.

*LeoGrande, William. "Why Democrats Should Forget About Winning Florida," *Foreign Policy*, 21 November 2022.

January 25- The politics of perceptions.

**Neighborly Adversaries*, Ch. 2-5

January 30- The roots of US policy in Latin America.

**Neighborly Adversaries*, Ch. 6-9

February 1- Becoming a "good neighbor"

***MAP QUIZ AT BEGINNING OF CLASS**

**Neighborly Adversaries*, Ch. 10-13

February 6- The Cold War warms up.

**Neighborly Adversaries*, Ch. 14-17

February 8- Confronting Castro in Cuba

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

February 13- US-Cuba Relations in the post-Cold War Era

*Crandall, Britta and Russell Crandall. 2021. "Washington-Havana Whiplash," in *"Our Hemisphere"?: That United States and Latin America, from 1776 to the Twenty-First Century*, pp. 398-405.

February 15- The Alliance for Progress: Economic development and anti-Communism

**Neighborly Adversaries*, Ch. 18.

February 20- Nicaragua: Revolution redux?

*Prevost, Gary and Harry Vanden. 2021. "Nicaragua," in Vanden, Harry and Gary Prevost, eds. *Politics of Latin America: The Power Game*. New York: Oxford University Press, pp. 607-633. (skim)

*Pastor, Robert. 2007 (1987). "Condemned to Repetition: The United States and Nicaragua," in LaRosa, Michael and Frank Mora, eds. *Neighborly Adversaries: Readings in US-Latin America Relations*, New York: Rowman and Littlefield, pp. 193-204.

*Jeane Kirkpatrick. "Dictatorships and Double Standards," *Commentary* 68:5 (November 1979), pp. 34-45.

February 22- Emerging Issues in Post-Cold War Latin America-US Relations

**Neighborly Adversaries*, Ch. 19-20.

*Crandall, Britta and Russell Crandall. 2021. "Invading Panama" in "*Our Hemisphere*?" *That United States and Latin America, from 1776 to the Twenty-First Century*, pp. 301-313.

February 27- After the Cold War: From Security Paranoia to Economic Opportunity?

*Roett, Riordan. 2007 (1995). "The Debt Crisis and Economic Development," in LaRosa, Michael and Frank Mora, eds. *Neighborly Adversaries: Readings in US-Latin America Relations*, New York: Rowman and Littlefield, pp. 205-218.

*Goldfajn, Ilan, Lorenza Martínez, and Rodrigo Valdés. 2021. "Washington Consensus in Latin America," *Journal of Economic Perspectives*, Vol. 35, No. 3, pp. 109-132.

March 1- Economic Reform and Nationalist Blowback: The Case of Venezuela

*Hellinger, Daniel. 2021. "Venezuela," in Vanden, Harry and Gary Prevost, eds. *Politics of Latin America: The Power Game*. New York: Oxford University Press, pp.483-504.

March 6- Review for Exam #1

March 8- **Exam #1**

*******SPRING BREAK*******

March 20, 22, 27, 29- No class

* Neuman, William. 2022. *Things Are Never So Bad That They Can't Get Worse: Inside the Collapse of Venezuela*. New York: St. Martin's Press.

***Venezuela paper due via email (james.bowen@slu.edu) by 4pm on March 29**

April 3- Venezuela- A Foreign Policy Debate

April 5- Re-thinking US-Latin America Relations in the 21st Century

**Neighborly Adversaries*, Ch. 21

April 12- Colombia: Drugs, Democracy, and Security

* Crandall, Britta and Russell Crandall. 2021. "Supply Side: Plan Colombia" in "*Our Hemisphere*?" *That United States and Latin America, from 1776 to the Twenty-First Century*, pp. 365-373.

April 17- Trade, globalization, and regional integration.

*Weeks, Gregory and Michael Allison. 2023. "Political Economy, in *US and Latin American Relations*, 3rd edition. New York: Cambridge University Press, pp. 260-292.

April 19- Globalization and resistance in the 21st century: The Case of Bolivia

*Macías Vásquez, Alfredo and Jorge García-Arias. 2021. "Financialization, Institutional Reform, and Structural Change in the Bolivian Boom (2006-2019)," in Ellner, Steve, ed. *Latin American Extractivism: Dependency, Resource Nationalism, and Resistance in Broad Perspective*. New York: Rowman and Littlefield, pp. 55-78

April 24- China as a Partner and Competitor in Latin America

*Ying-Hang To, Emma Miriam. 2021. "South-South Cooperation or Dependency 'With Chinese Characteristics' in Venezuela," in Ellner, Steve, ed. *Latin American Extractivism: Dependency, Resource Nationalism, and Resistance in Broad Perspective*. New York: Rowman and Littlefield, pp. 79-100.

April 26- Current Issues in US-Latin America Relations

*Reading TBA

May 1- Current Issues in US-Latin America Relations

*Reading TBA

May 3- Current Issues in US-Latin America Relations

*Reading TBA

May 8- **Exam #2**

FINAL ASSIGNMENT DUE ON MAY 12th BY 4:00pm.