

CARLETON UNIVERSITY
Bachelor of Global and International Studies
GINS 4090D South American Diplomacy and Statecraft

Winter 2026

Tuesdays/Thursdays 8:35-9:55
Richcraft Hall 3220

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[please put GINS4090 in subject line of all emails]

Office Hours: Thursdays 13:00-14:00

Office: Dunton Tower 21st Floor – look for the big bird on the door

YOU NEED TO READ THIS

DOCUMENT

***Note: Students can generally expect an e-mail response within 72 hours,
weekends and holidays excepted.***

Course Description

The renewed emphasis on conceptual analysis in International Relations (IR) has proven fertile ground for nuanced explorations of how we understand, explain, and predict events in world politics. Despite long-standing research on diplomatic practice grounded in sociology and social theory that have enriched our understanding of the subtleties in international negotiations, conflict mediation, and international hierarchies, diplomacy studies remain somewhat underdeveloped in terms of rigorously exploring foundational concepts. More specifically, we lack knowledge about the conceptual roots of diplomacy, particularly in non-Western contexts.

Latin America presents a compelling site for rebalancing this oversight, especially given its unique melding of intellectual thought and diplomatic practice. The region's shared history, geographic continuity, and linguistic similarities contribute to a distinctive diplomatic culture that diverges from Western norms. While these factors have led to a perception of regional harmony, they have also given rise to unique diplomatic strategies that eschew the classic IR paradigms (e.g.,

bandwagoning and balancing) commonly seen in US and European international relations theorization. Latin American diplomacy often leans more towards a legalistic approach, emphasising negotiation and near-juridical methods in world politics. Furthermore, the region's rich intellectual tradition evident in both academia and policymaking provides valuable insights into the shaping of diplomatic practices over time.

Class Format

In this course we will explore some of the key conceptual foundations of diplomatic practice in South America in order build a more complex understanding of both diplomacy and the wider fields of foreign policy and international relations as practiced outside the West. The course is broken into a series of weekly sessions focusing on a specific concept or practice from South American diplomacy in one class and, hopefully, a briefing on a country's foreign policy from members of the South American diplomatic embassies in Ottawa.

Each of the conceptual classes will be led by a student (group) who will explain the genesis and operation of the concept in question and offer some insights into how it might be used for a wider understanding of foreign policy in other, non-South America nations, both developed and developing. These briefing tasks will be assigned in the first week of class.

Each student (group) will also be responsible for developing an expertise in the foreign policy of one of the following countries:

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela.

Formation of expertise in the foreign policy of your assigned country will require deeper reading on the political, economic, and social conditions and history of the country as well as its foreign relations within and without the region. To accomplish this task you will need to consult materials that are not written in English – Spanish for most of the continent, but also Dutch (Suriname), English (Guyana), and Portuguese (Brazil). A lack of facility with the regional languages is not a barrier to engaging with material from each country. With the widespread availability of various AI engines it is now easier than ever to almost instantly obtain translations adequate for the purposes of this course – fluency and its concomitant ability to completely engage with a country's politics and society is, of course, not replaceable for deep study and engagement.

The expertise you build in your assigned country will be essential for the last two weeks of the course, which will involve a simulation exercise – either a mock Organization of the American States General Assembly or an emergency meeting of the Rio Group.

Class Expectations

Attendance is mandatory. There will be no grade given for attendance and participation; failure to attend classes and actively participate in the seminars and guest speaker briefings will result in a failure of the course irrespective of your performance in the individual course assignments.

The expectation is that you will arrive to class on time and prepared to engage with the course material. This means you will have engaged with the assigned readings, extended research on your assigned country case, and, for the seminars prepared to discuss how the readings interact with each other, across course topics, and with your assigned country and extra-regional examples. When a guest speaker is invited in to the course you are expected to arrive with prepared to ask intelligent questions based on a self-directed briefing on the country.

As in all walks of life, remember that you can disagree without being disagreeable. We are looking for vibrant debate and discussion to probe the nature and implications of the concepts discussed in the class as well as the foreign policies of regional countries. As you delve deeper into your respective case studies you will find that there is marked difference in how each country views the world. Bring this insight to class.

Assessment

Major Research Essay (50%)

Appendix A of this outline lists a series of events and scenarios for you to address in a research essay. They are grouped under the broad headings of War, Regionalism, Regional Conflict Management, Democracy Promotion and Protection (and erosion), and International Negotiations and Processes. Pick one as your starting point and develop a research project that uses the theories and the concepts of the course to ask a question or explore a scenario. Your disciplinary slant is wide open – foreign policy analysis, political economy, international relations, sociology, literature – it does not matter provided that you are including some aspect of the theory and concept of the course as a central point of the paper. You are also free to narrow your focus to a single country/actor level or look at broader regional or systemic elements. What you will have to do is explain what you are doing and how in a research proposal. Failure to submit a proposal means you will not be permitted to have a final paper graded.

The steps in the Major Research Paper break down as follows:

1. Research Proposal (10% of final course grade), due by midnight, Monday, February 23, 2026.
2. Final Research Paper (~5,000 words, excluding references, 40% of final course grade), due by midnight, Wednesday, March 25, 2026.

Further specifics on the Major Research Paper will be posted to the course Brightspace page and discussed in class. Submission is via Brightspace. The general pattern will follow the same model that the professor has used in GINS 2010 in the past – proposal with annotated bibliography for part one and a 5,000 word final product (excluding references) demonstrating a very high level of research and analysis.

Guest Speaker Reports (25% of final grade)

You will be required to submit five two-page briefing memos on the presentations given by guest speakers in the class. A specific template will be available on the course Brightspace page, but the general areas to cover will include a summary of the speaker's remarks, how their remarks relate to previous readings and discussions in the course, and a highlighting of what insights the theories and concepts studied in class give you when analysing their remarks. These memoranda will be due by Midnight on the Monday after the speaker has made their presentation to the class; late submissions will not be accepted, which means you will not be able hastily submit a series of notes at the end of the course.

Simulation Exercise Reflective Report (25% of final grade)

This is a 3,000 word reflective essay that will set out the approach you took to the simulation exercise and how your position evolved throughout the process. Particular emphasis should be placed on how you deployed different concepts from the course as well as the historical research on your specific country in order to plan your position and represent your country in the meeting. The paper should also include some consideration of whether or not you thought the simulation unfolded in a manner reflective of reality. Further details will be provided on the course Brightspace page and discussed in class. Clearly, you cannot complete this assignment if you have not been an active participant in the simulation exercise. The finished paper will be due via Brightspace by **midnight, Thursday, April 23, 2026.**

Permitted Use of Artificial Intelligence Tools

If you wish to succeed in this class you will need to use a range of AI Tools. Core readings for the course will be set in a variety of languages, which will likely require some students to use AI to create translations. Similarly, the research expectations in this course are very high; AI tools such as paid ChatGPT and Perplexity provide you with your own, personalized

graduate research assistant. You will want to use these tools to help you find research sources, sift through archival material available online, and manage news gathering activities to keep abreast with regional affairs.

Non-Permitted Use of Artificial Intelligence Tools

You are not permitted to use artificial intelligence tools to do your thinking or writing for you. The large language models at the heart of AI tools are designed to output what an analysis of other materials suggests you want to hear. These tools are not good at finding cross-connections or conducting meaningful analysis, which is what is required in this course. While you can use AI tools to organize information, you still need to read the scholarly works and delve into archival and primary resource materials yourself. You also need to spend time crafting and honing your own authorial voice; without this practice you will not be able to make effective use of AI going forward as a shortcut for the drudgery of procedural writing. My own use of AI in research and administrative work suggest to me that work totally reliant on AI is unlikely to get more than a 'c' grade on the assignments required for this course.

Weekly course schedule – refer to Brightspace for the reading lists and details, which will evolve as we progress through the course

Week 1 – Introduction

Tuesday, January 6, 2026

Set up of the course, frameworks, assignments, expectations, survey of why students taking course, what hope to get from it

Thursday, January 8, 2026

Finding materials for this course and doing the research

Week 2 – Identities -- Latin American or South American?

Tuesday, January 13, 2026

What does identity mean on an individual and a foreign policy level

Thursday, January 15, 2026

Latin America or South American?

Week 3 – Dependency

Tuesday, January 20, 2026

Week 4 – Autonomy

Tuesday, January 27, 2026

Week 5 – International Insertion

Tuesday, February 3, 2026

Week 6 – Geopolitics

Tuesday, February 10, 2026

READING WEEK

Week 7 – Legalismo

Tuesday, February 24, 2026

Week 8 – Presidential Diplomacy

Tuesday, March 3, 2026

Week 9 – Concertacion & Cordialidade

Tuesday, March 10, 2026

Week 10 – Integration and Cooperation

Tuesday, March 17, 2026

Week 11 – Simulation Exercise, both classes

Tuesday, March 24, 2026

Week 12 – Simulation Exercise, both classes

Tuesday, March 31, 2026

Week 13 – Wrap up, review, and stock taking on the hemisphere

Tuesday, April 7, 2026

Appendix A – Essay Topic Areas

War

The War of the Triple Alliance

The Chaco War

The Cisplatine War (1825–1828) – Argentina vs. Empire of Brazil

The War of the Confederation (1836–1839) – Chile & Argentina vs. Peru–Bolivian Confederation

War of the Pacific (1879–1884) – Chile vs. Peru & Bolivia

The Ecuador-Peru Conflict in the Cenapa Valley

The Falklands/Malvinas War

Regionalism

Formation and/or operation of Mercosur

Formation and/or operation Unasur

Formation and/or operation IIRSA

Formation and/or operation of the Rio Group

Formation and/or operation of CELAC

Amazon Cooperation Treaty

The Pacific Alliance

Regional conflict management

Brazil-Argentina Nuclear Cooperation Treaty

Colombian bombing of rebel base in Ecuador

Venezuela's claim on Essequibo and threats by Maduro to Guyana

Argentina–Chile Treaty of Peace and Friendship

Treaty of Tlatelolco

The Itaipu Treaty

Narcotrafficking

Democracy Promotion and Protection (and erosion)

Operation Condor

The attempted coup against Paraguay's Juan Carlos Wasmosy

The impeachment of Paraguayan president Fernando Lugo

Group of Friends of Venezuela

International negotiations and processes

Creation of UNCTAD

The World Trade Organization G20 group

The FTAA negotiations

International negotiations on the continental shelf

Expansion of the UN Security Council

The COP global environmental process

Freedom of Speech at Carleton

The full University policy can be viewed at:

<https://carleton.ca/secretariat/wp-content/uploads/Freedom-of-Speech.pdf>

A key excerpt from the policy for our class is as follows:

“The purpose of the University also depends upon an environment of respect and tolerance. Every member needs to be able to learn, teach, live and work free from harassment and discrimination.

Therefore, subject to the limits set by law, the University is committed to the following principles:

- That the University is a place of open discussion and free inquiry;
- That the University introduces students to a wide range of ideas and does not attempt to shield students from debates or opinions that they may disagree with or find offensive;
- Faculty, students and staff are free to criticize, contest and condemn the views expressed on campus;
- At the same time, faculty, students and staff may not prevent, obstruct or interfere with the freedom of others to express their views;
- Freedom of speech includes accompanying responsibilities such as civility, respect and tolerance;
- Speech that violates the law will not be permitted including but not limited to hate speech, threatening violence, harassment, discrimination, unjustified invasion of privacy or confidentiality interests, defamation or speech that is otherwise directly incompatible with the functioning of the University.

Disagreements and dissenting views make for a vibrant academic culture. The University strives to find a balance between allowing for critical views to be expressed civilly on campus and not obstructing the freedom of others to communicate their views. In exercising free speech, staff, students and faculty are encouraged to consider the value of mutual respect. Informed, thoughtful and respectful argument, even when disagreement is profound, benefits the University community and fosters its essential purpose.”

A useful guideline is to remember that it is possible to disagree without being disagreeable. Often the ideas expressed in your class discussions are far from fully formed. Help each other work through complicated issues by asking questions that tease out meaning and clarify thoughts. There are no points to be scored for tearing each other down.

Grading: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Deadlines & Late Submissions

Submission of Term Work: All assignments are due through the Brightspace Portal by the specified deadline.

Late penalties: Late submissions will only be accepted for the 'research essay introduction' assignment. If you submit this assignment late, the policy is as follows: **5% per first day**, 5% per day thereafter (weekends count as one day). Barring exceptional circumstances assignments will not be accepted more than **one (1) week** after the original deadline.

Return of Term Work: Assignments are returned via Brightspace; you must regularly attend tutorials to receive your grades. Final examination materials are intended solely for the

purpose of evaluation and either will not be returned as per Carleton University policy or will have very limited grading commentary.

Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Learning difficulties and/or impairments: Students with differing learning needs are welcome in this course. The [Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your

Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an [Equity Services Advisor](#) for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](#) in Equity Services to complete a **Letter of Accommodation**. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). I hold the copyright to all course materials; they may not be posted, transferred, or sold without my written consent.

Carleton E-mail Accounts

All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and Brightspace accounts.

Medical Certificates & Illness

In place of a doctor’s note or medical certificate, students may complete the [self-declaration form](#) available on the Registrar’s Office website to request academic accommodation for missed course work including exams and assignments. Students are also be encouraged to

connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

Course Conduct

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. All participants are consequently expected to arrive on-time, prepared to conduct themselves with decorum and civility, to have read the preparatory materials for the class, and be ready to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. We reserve the right to remove disruptive elements (including devices) and persons from the classroom.

Diversity, Inclusion, Empathy, and Mutual Respect

This course is meant to be a safe environment in which to challenge you and confront you with positions and ideas that may be uncomfortable. Pushing your boundaries in a safe, inclusive, and empathetic manner is an essential part of the process of scholarly exploration and the cross-cultural study at the heart of the BGInS degree. As part of this process we will at times discuss subjects and positions on issues that may well be outmoded and at times abhorrent, seeking to understand why brought them about and the socio-cultural changes that allowed them to be overcome. It is only by studying the logic of these arguments and their purported ethical foundations that we can individually and collectively work towards a society of diversity and inclusion; ignoring these views will not make them go away.

A central skill to develop within this course is consequently that of empathy, which is to develop an understanding of another's position or experience. This is not the same thing as accepting or adopting a problematic outlook or position as your own. Neither is it the same thing as assuming the identity and/or voice of another. The classrooms and tutorials are in a sense a laboratory where we can unpack and explore different views, positions, and lived realities in a safe environment where listening carefully and respectfully questioning, discussing, and even hypothetically arguing opposing views brings us toward enlightenment about our own respective strengths and weaknesses, the nature of the structures in which we exist, and the different levels and styles of agency for different groups within these structures. By using the theories of studied in this course you will be able to incisively interrogate the underlying logic for particular positions. You will also find that what seems reasonable under one framework may not be so under another.

I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, political

orientation, etc. All students in the class, the instructor, the teaching assistants, and any guests should be treated with respect during all interactions. It is my hope that our class will support diversity of experience, thought, and perspective. Additionally, I recognize that much of the research that has been conducted to inform the course content is subjective because it has been created and conducted through a particular point of view – this is an introductory survey course and is heavily grounded in thought from Western Europe and North America. It is therefore possible that some course content will contain research findings where limited definitions or measures were used to inform our knowledge on this topic. I will strive to highlight these issues and promote critical thought about the subjective nature of past research and its implications on our understanding of the topic.

Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>