

PSCI 4819/LACS 4819
Latin America in the World
Fridays 14:35 p.m. – 17:25 p.m.
Please confirm location on Carleton Central

Instructor: Laura Macdonald
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Office Hours: 14:45 to 16:30 Thursdays (or by appointment)
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Overview:

How do Latin American states and citizens interact with each other and the world? Are the countries of Latin America still subject to the whims of Washington, or are they able to act independently both within the Western Hemisphere and the global system? How has globalization affected Latin America's involvement in the global economic system? These are some of the questions addressed in this course.

Learning Outcomes:

Upon completion of this course students will be able to:

- Explain and analyse the historical trajectory of Latin American states and civil society actors' engagement with other parts of the hemisphere and the world;
- Identify the main challenges facing Latin America as a region;
- Interpret and discuss the competing pressures driving intra-Latin American relations;
- Analyse the relevance of distinct theoretical traditions in the study of global politics to studying Latin America's role in the world;
- Identify and assess the different approaches that Latin American countries and citizens are using to address the challenges of the regional and global system;
- Apply the insight gained from the course readings and discussion to undertake a research project on an issue related to the course material.

Evaluation Summary:

Weekly Attendance and Participation:	20 15%
Presentation(s):	10%
Short annotations:	15 20%
Essay Proposal:	10% (due February 16)
Final Essay:	45% (due April 11)

Discussion of Evaluation Components:

1. Attendance and Participation (~~20~~15%):

Attendance is mandatory. Regular participation and willingness to engage in discussions, based on informed and respectful comments **directly related to the readings**, is a key component of this 4th year seminar course. To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare weekly reading notes, including questions for discussions, and actively participate in discussions. Also note that raising good questions is important as making comments. Attendance will be recorded but counts for only 1/3 of your participation grade (i.e. 5% of the 15%). Marks will be deducted if you consistently arrive late. Please let me know in advance (in person or by email) if you will be missing a class for urgent reasons (medical or family emergency, etc.).

2. Presentation (10%):

Each student will do at least one presentation on one of the course readings. The timing of your presentation will be determined during the class of week 2. The presentation should be 12-15 minutes.. Guidelines:

- Do not provide a detailed summary of the reading (the summary should last no more than 5 minutes).
- Highlight key debates or issues raised by the author
- Discuss the strengths and weaknesses of the reading
- How does the reading relate to the other weekly assigned course readings and the broader themes of the course?
- Raise one question for classroom discussion.

Written Summary

You are required to submit a two-page summary (double-spaced) of your oral presentation. It must include your discussion question. This summary is due in the same class as your presentation.

3. Short Annotations (3 x 5% = 15%)

Each student will submit **three** annotated entries (each entry worth 5%) based on course readings. Each annotation must be no longer than three-quarters of a page, single-spaced and is due on the same day as the relevant reading. There will be no exceptions for late or missing annotations. Details and schedule will be provided.

4. Essay Proposal (10%):

Students will be required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the broad themes and questions covered by this course. Each proposal should be 6-9 pages long, including an annotated bibliography.

The proposal should contain:

- a research question;
- short statement on why this is an interesting and important topic;
- a tentative hypothesis or argument;
- statement on your theoretical approach;
- annotated bibliography - with a paragraph for each source which summarizes the content of the article and indicates how it will be useful for your final paper. You must include a minimum of 5 *academic* sources (refereed journal articles or books).

Due date: February 16th (IN CLASS - AT THE BEGINNING OF CLASS).

6. Final Essay (45%):

You will write a research paper (12-15 pages - double spaced, standard margins, 12 point font) on a topic directly related to the course. Your sources for the paper may include internet sources but must include at least 6 refereed journal articles, books or book chapters. You must include at minimum 8-10 sources. The assignment will be graded based on the quality of your writing, research and analysis, the organization of the paper, the depth of research on the topic, and the coherence and originality of your argument. The essay should be posted to CuLearn by 11:55 pm on April 11th.

Late Policy

Assignments are due on the dates and in the way specified in the course outline. **Late papers will be subject to a penalty of 2% a day not including weekends. This penalty will apply to all papers submitted in the dropbox, even on the due date.** Assignments will not be accepted 10 days after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Policies on Assignments:

All assignments in this course must be 12 pt font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. Assignments that do not have any citations from academic sources will be returned to the student ungraded. You must use consistently a recognized citation format

Useful Websites:

Latin America Network Information Center at the University of Texas, Austin:

<http://www.lanic.utexas.edu>.

Political Database of the Americas at Georgetown University

<http://www.georgetown.edu/LatAmerPolitical/home.html>.

United Nations Economic Commission for Latin America

www.eclac.org.cl

Organization of American States

www.oas.org

Washington Office on Latin America

www.wola.org

Observatory on Canada-Latin America Relations (OCLAR) - this is my website!

www.observatorio.ca

READING LIST

Part I: Introduction and Historical Background

Week 1 - January 12th – Introduction to the course

Arlene B. Tickner “Hearing Latin American Voices in International Relations Studies,” *International Studies Perspectives*, Vol. 4, no. 4, 2003, 325-350.

Joseph S. Tulchin, *Latin America in International Politics: Challenging US Hegemony*, Boulder, CO: Lynne Rienner, Chapter one pp. 1-18.

Jeanne A.K. Hey, "Is there a Latin American foreign policy?" *Mershon International Studies Review*, Vol. 42, no. 1, 1998, 106-116.

Week 2 - January 19th - History of Latin America in the Global System

Mark T. Gilderhus, "The Monroe doctrine: meanings and implications." *Presidential Studies Quarterly* vol. 36, no. 1, 2006, 5-16.

Jeanne Kirkpatrick, "U.S. Security and Latin America." *Commentary*, Vol. 7, issue 1, January 1981, 29-40.

Greg Grandin, *Empire's Workshop: Latin America, the United States and the Rise of the New Imperialism*, New York: Henry Holt & Company, Chapter 1, 11-52.

Alejandro Alvarez, "Latin America and International Law," *The American Journal of International Law*, Vol. 3, No. 2 (Apr., 1909), pp. 269-353, accessible at: [http://americanempireproject.com/empiresworkshop/chapter1/TheNineteenthCentury-AWarForHumanity/AlejandroAlvarezOnMonroeDoctrine\(1909\).pdf](http://americanempireproject.com/empiresworkshop/chapter1/TheNineteenthCentury-AWarForHumanity/AlejandroAlvarezOnMonroeDoctrine(1909).pdf)

Week 3 - January 26th – Theoretical Frameworks and the Inter-American System

Raúl Bernal-Meza, "Contemporary Latin American Thinking on International Relations: Theoretical, Conceptual, and Methodological Contributions" *Revista Brasileira de Política Internacional* vol. 59, no. 1, 2016, <http://dx.doi.org/10.1590/0034-7329201600105>

William I. Robinson, "The transnational state and the BRICS: a global capitalism perspective," *Third World Quarterly*, Vol. 36, No. 1, 2015, 1–21.

Tom Long, "Small States, Great Power? Gaining Influence Through Intrinsic, Derivative, and Collective Power," *International Studies Review*, Vol. 19, Issue 2, 2017, 185–205.

Cristóbal Kay and R.N. Gwynne, "Relevance of Structuralist and Dependency Theories in the Neoliberal Period: A Latin American Perspective," in R.L. Harris and M.J. Seid (Eds). *Critical Perspective on Globalization and Neoliberalism in the Developing Countries* The Netherlands: Koninklijke Brill NV, Leiden, 2000. 49-70, accessible at: https://www.academia.edu/4598934/Relevance_of_Structuralist_and_Dependency_Theories_in_the_Neoliberal_Period_A_Latin_American_Perspective

Carolyn M. Shaw, "Limits to Hegemonic Influence in the Organization of American States" *Latin American Politics and Society*, vol. 45, no. 3. Fall 2003.

Week 4 February 2nd US-Latin America Relations

Peter Hakim, "Is Washington Losing Latin America?," *Foreign Affairs* vol. 85 no. 1, 2006 (Jan/Feb) 39-53.

Christopher Sabatini, "Rethinking Latin America: Foreign Policy is More Than Development," *Foreign Affairs* 91:2 (Mar/Apr 2012), 8-13.

Tom Long *Latin America Confronts the United States: Asymmetry and Influence*, Cambridge: Cambridge University Press, 2016), Chapter One, 1-24.

Andrés Serbin, "Onstage or Backstage?: Latin America and U.S.-Cuban Relationship, accessible at: www.cries.org/?p=2596

James Petras, "U.S. Venezuelan Relations: Imperialism and Revolution," *The Peoples Voice*, Jan. 2010, accessible at: <https://petras.lahaine.org/us-venezuela-relations-a-case-study-of-imperialism-and-anti-imperialism/>

Jorge G. Castañeda, "NAFTA's Mixed Record: The View From Mexico," *Foreign Affairs*, Vol. 93, no. 1 (January/February 2014), 134-141

Week 5 - February 9th - Migration

Guest Speaker: Carlos Sandoval García, University of Costa Rica, Department of Communications

Carlos Sandoval-García, "Nicaraguan Immigration to Costa Rica: Tendencies, Policies and Politics," in Mark Overmyer-Velázquez and Enrique Sepúlveda III, eds., *Global Latin(o) Americanos: Transoceanic Diasporas and Regional Migrations*, New York: Oxford University Press, 95-114.

Rodolfo Casillas R. "Central American Transmigration through Mexico: Beyond the Border Crisis," in Mark Overmyer-Velázquez and Enrique Sepúlveda III, eds., *Global Latin(o) Americanos: Transoceanic Diasporas and Regional Migrations*, New York: Oxford University Press, 115-138.

Christina Gabriel and Laura Macdonald, "After the IOM: Recruitment of Guatemalan Temporary Agricultural Workers to Canada," *Journal of Ethnic and Migration Studies*, published online August 2017, <http://dx.doi.org/10.1080/1369183X.2017.1354062>.

Alexandra Délano and Mónica Serrano, "Migration Flows and Security in North America," in Sandra Mantu, *Constructing and Imagining Labour Migration: Perspectives of Control from Five Continents*, London: Routledge, 2016.

Week 6 – February 16th- Regionalism and International Economic Policy

Pia Riggirozzi and Diana Tussie "The Rise of Post-Hegemonic Regionalism in Latin America," in Pia Riggirozzi and Diana Tussie, eds., *The Rise of Post-Hegemonic Regionalism: The Case of Latin America*, London: Springer, 2012.

Andrés Malamud and Gian Luca Gardini. "Has regionalism peaked? The Latin American quagmire and its lessons." *The International Spectator* vol. 47, no. 1, 2012, 116-133.

Peter Abrahamson, "Central American Integration; Prospects for a troubled region," in Søren Dosenrode, *Limits to Regional Integration*, Farnham, Surrey: Ashgate, 109-132.

Rubrick Biegón, "The United States and Latin America in the Trans-Pacific Partnership: Renewing Hegemony in a Post-Washington Consensus Hemisphere?" *Latin American Perspectives*, vol. 44, no. 4, 2017, 81-98.

February 23 - READING WEEK - NO CLASSES!

Week 7 - March 2nd - Comparative Foreign Policy of Brazil and other Latin American Powers

Guest Speaker: Sean W. Burges, Australian National University

Sean W. Burges, *Brazil in the World: the International Relations of a South American Giant*, Manchester: Manchester University Press, Chapter 9, "Brazil and South America," 174-196.

Sean W. Burges, "Consensual Hegemony: Theorizing Brazilian Foreign Policy after the Cold War," *International Relations*, Vol. 22, no. 1, 2008, 65-84.

Andrés Serbin and Andrei Serbin Pont, "The Foreign Policy of the Bolivarian Republic of Venezuela: The Role and Legacy of Hugo Chávez," *Latin American Policy—Volume 8, Number 2—Pages 232–248*

Arturo C. Sotomayor Velázquez, "Different Paths and Divergent Policies in the UN Security System: Brazil and Mexico in Comparative Perspective," *International Peacekeeping*, vol. 16, no. 3, 2009.

Octavio Amorim Neto and Andrés Malamud. "What determines foreign policy in Latin America? Systemic versus domestic factors in Argentina, Brazil, and Mexico, 1946–2008." *Latin American Politics and Society* 57.4 (2015): 1-27

Week 8 - March 9th - Other External Actors: China, Canada

Laura Macdonald, "Canada in the Post-Hegemonic Hemisphere: Evaluating the Harper Government's Americas Strategy," *Studies in Political Economy*, vol. 97: no. 1, 2016, 1-17.

Todd Gordon and Jeffery R. Webber, "Imperialism and Resistance: Canadian Mining Companies in Latin America," in *Third World Quarterly*, vol. 29, no. 1, 2008, 63-87.

David Shambaugh, "China's New Foray Into Latin America", *YaleGlobal Online*, 17 November 2008. <http://bit.ly/1PCAvNn>

Antulio Rosales (2016) Deepening extractivism and rentierism: China's role in Venezuela's Bolivarian developmental model, *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 37:4, 560-577.

Week 9 - March 16th - Security/Border issues

Jean-Philippe Thérien, Gordon Mace and Stefan Gagné, "The changing dynamics of Inter-American Security," *Latin American Policy*, vol. 3, no. 2, 147-163.

Arlene Tickner, *Latin America and the Caribbean: Domestic and Transnational Insecurity*, International Peace Academia, Working Paper Series, 2007, accessible at: https://www.academia.edu/20727121/Latin_America_and_the_Caribbean_Domestic_and_Transnational_Insecurity

Jorge I. Domínguez, "Boundary Disputes in Latin America," United States Institute of Peace, accessible at: <http://library.stmarytx.edu/acadlib/edocs/pwks50.pdf>

Andrés Serbin and Andrei Serbin Pont, "Latin America and the Responsibility to Protect: Divergent views from the South," *Pensamiento Propio*, 41, 11-31.

Week 10 - March 23rd - Non-State actors and Transnational Activism in the Inter-American System

Kathryn Sikkink. "Human Rights, Principled Issue-Networks, and Sovereignty in Latin America," *International Organization*, 47: 3 (1993), pp. 411-441.

Edmé Dominguez Reyes, "Women Organizing against Free Trade in Latin America," *Latin American Policy*, Vol. 5, no. 2, 193-206.

Sonia E. Alvarez, "Translating the Global Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America," *Méridiens*, Vol. 1, no. 1, 2000, 29-67.

Alison Brysk, "From Tribal Village to Global Village: Indian Rights and International Relations in Latin America, Stanford: Stanford University Press, Chapter 1, pp. 1-28.

Week 11 - March 30th - Drugs, Violence and Insecurity

Jorge Chabat, "Drug trafficking and United States-Mexico relations: Causes of conflict," in Paul Kenny and Mónica Serrano, eds., *Mexico's Security Failure: Collapse into Criminal Violence*, New York: Routledge, pp. 143-160.

Peter Andreas and Angelica Duran Martinez. "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, 2012.

José Miguel Cruz, "Criminal Violence and Democratization in Latin America: The Survival of the Violent State." *Latin American Politics and Society* 53 (4): 2011. 1-33.

Mark Peceny and Michael Durnan, "The FARC's Best Friend: U.S. Antidrug Policies and the Deepening of Colombia's Civil War in the 1990s," *Latin American Politics and Society*, Vol. 48, No. 2, 2006, 95-116

Week 12 - April 6th

No Class - Professor is at a conference. Work on your papers!!

Week 13 - April 11th - Future Directions for Latin America in the World

Riggirozzi, Pia and Tussie, Diana (2015) A global conversation: rethinking IPE in post-hegemonic scenarios *Revista Contexto Internacional*, 37, (3), pp. 1041-1068.

Christopher Sabatini and William Naylor, "Trump riles Latin America," *Foreign Affairs*, November 8, 2017.

Rhys Jenkins, "China's global expansion and Latin America," *Journal of Latin American Studies*, Vol. 2014, no. 4, 2010, 809-837.

Coletta Youngers (2014), "A Turning Point for Drug Policy," *NACLA Report on the Americas*, Summer, <https://nacla.org/article/turning-point-drug-policy>

Academic Accommodations

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*).

For 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).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity 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.

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. 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.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.