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### PSC 430.01: Intra-American Affairs

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## INTER-AMERICAN AFFAIRS

Professor Paul Haber  
University of Montana  
Political Science Department, course #430  
Autumn 2001  
Meets: Wednesdays, 6:40pm – 9:00pm

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Office hours: TR 2:10-3:30

Required texts (available for purchase at the UC bookstore):

Peter Smith, *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*. Oxford University Press, 1996 (First Edition)

Max Castro, editor, *Free Markets, Open Societies, Closed Borders? Trends in International Migration and Immigration Policy in the Americas*. North-South Center Press, 1999.

Gilbert Joseph, Catherine Legrand, and Ricardo Salvatore, editors, *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*. Duke University Press, 1998.

This is a 400 level advanced seminar course. It is not a lecture course in which students come to class, take notes, and report back objectively correct answers on exams. I expect students to read all of the assigned readings carefully, analytically, and on time - so as to be prepared to critically discuss the material in class. Coming to class prepared includes being equipped with a question or comment that relates to the reading for that day. While no prior background in Theories of International Relations, U.S. Foreign Policy, or Latin American Politics is required, those students who have no such background might want to do some background reading and/or watch the ten part video series, *Americas*, available at IMS. Students who would like help in selecting background reading are welcome to come see me.

Students will be required to serve as class facilitators at least once. Students should spend some time very early in the semester getting an overview of the three books. I would suggest reading the introductions of all three and spending some time looking quickly through the chapters. This will help in creating an image of where we are going in the class as well as helping students to locate where they would like to take responsibility for facilitating the class. Facilitators will be responsible to hand out, one class prior to "their" class a set of questions and/or issues for discussion that will serve as the focus of class discussion. In addition, facilitators will be required to bring to class a *typed and edited* statement (five to ten pages) in which you not only answer your own questions but offer rationale for why you selected the particular set of questions. Facilitators are expected to read and integrate additional material into their class presentations and written statements. Students must declare their facilitation dates no later than February 21<sup>st</sup>. All dates are open except for the first day of each book and the last day of class, which is May 9<sup>th</sup>. Assignments will be given out on a first come, first serve basis. Student team facilitations will be considered. While it is not required, students are strongly encouraged to initiate contact with me during office hours or by appointment to discuss your facilitation plans. I am more than happy to assist in planning and/or implementing the facilitation. However, it is up to the student to initiate such coordination. Depending on class size, it may be necessary to split the day's readings between a couple of students or student groups. The fact that the second and third books are edited volumes facilitates this process, since different students can take responsibility for different chapters assigned for that day.

On class days being facilitated by a student or group of students, all the rest of us will be required to come to class having read all the material carefully, and prepared to respond to each of the questions and issues passed out the previous class. Facilitators, or myself, will have the option of asking students to answer any of the prepared questions. Not having an answer or only a low quality answer that results from not preparing is bad for the participation grade.

Your grade will be based on class attendance and participation (1/3 of total grade), class facilitations (1/3) and papers written in response to two of the three books (1/3). Students may choose which of the books to write on. Papers are due as follows:

Smith book: February 28 (in class)

Castro book: March

Joseph, Legrand, and Salvatore book: May 15<sup>th</sup>, to my office or mailbox, by 5pm

Each paper should be about ten pages in length (no less than five, no more than 12, typed and double-spaced). The papers will be graded on the quality of their writing (no sloppy, unedited papers!!), the quality of the description of the main themes of the book, and the quality of analysis. The paper assignment is as follows. First, write a summary of the book. Include reference to both theory and method (these ideas will be discussed more in class). Second, respond to the book, evaluate it, analyze it, question it. The assignment requires that students distinguish between these two sections. This can be done as easily as having two subheadings, the first entitled "summary" and the second entitled "analysis." Students who find this format less than optimal are allowed to deviate from it, but only after having it approved by me.

There are two primary goals of this class. First, to introduce students to major theoretical and historical issues in the area of Inter-American Affairs. The second goal of the class is for each student to make substantial progress in their ability to think critically about complex political questions, in both written and oral forms.

Since participation is so important in this class, and because the class meets only once a week, students should make every effort to attend class and to arrive on time. If you miss a class, please write me a note telling me why you missed, and hand it in the day of your return. If you are late, make sure that you let me know at the end of class so I will not mark you absent.

### Reading Assignments

February 7 Smith, Part I The Imperial Era

February 14 Smith, Part II The Cold War

February 21 Smith, Part III Age of Uncertainty

February 28 Castro, Introduction and Part I Trends in the North

March 7 Castro, Part II The Political Economy of International Migration

March 14 Castro, Part III Up From the South: Mexico and Central America

March 28 Castro, Part IV The Caribbean

April 4 Joseph, et al. Part I Theoretical Concerns

April 11 Joseph, et al. Pp. 107-207

April 18 Joseph, et. al. Pp. 208-310

April 25 Joseph, et. al. Pp. 311-399

May 2 Joseph, et. al. Pp. 400-496

May 9 Joseph, et. al. Pp. 497-556