

Spring 2-1-2010

## PSC 432.01: Intra - American Relations

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## INTER-AMERICAN RELATIONS

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University of Montana Political Science Department, course #432

Spring 2010 Meets: Tuesdays and Thursdays 2:10-3:30

Office hours: TR 12:30-2:00 and by appointment

Required texts (available for purchase in UC Bookstore):

Peter H. Smith. 2008. *Talons of the Eagle: Latin America, the United States, and the World*. Third Edition. Oxford University Press.

Greg Grandin. 2007. *Empire's Workshop: Latin America, The United States, and the Rise of the New Imperialism*. Holt and Company.

Gilbert Joseph et. al., editors. 1998. *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*. Duke University Press.

\*\*In addition, selections from other books and articles will be posted on Blackboard. Accessing Blackboard is a requirement of this class. If you do not know how to do it you need to learn it.

This class focuses on the relations between the United States and Latin America in a global context. By global context, I mean that this relationship does not happen in a vacuum but rather reflects and influences the global context in which it takes place. We will begin by contrasting two authors, Smith and Grandin. Students will then write an essay that evaluates these two authors and the approaches they advocate for and use. Next, we will approach our topic from a historical cultural approach and compare and contrast this with the first two approaches. Finally, we will together decide how best to engage a set of contemporary issues.

Students are expected to attend all classes unless ill or in case of emergency. Make a serious effort to get to class on time. **If you are absent or late, send me an email explaining it. Do not explain it to me on the phone, in class, before class or after class.** Students are required to come to class having read all the material carefully.

Students are required to purchase and keep a journal that clearly records each reading and each class meeting. For each reading, students are required 1) Summarize what you find to be the most important points in the reading. This summary should be of use to you when we together review the reading each class section. 2) Write at least one question and one comment – these need not be limited to the reading for that day. In fact, I encourage you to draw connections to other readings we have done in this class, other things you have read outside the class, or pertinent life experiences. 3) Keep notes on what happens in class, including recording comments you make to the class discussion. This will help me at the outset to put names to faces and also help me to ensure that you get credit for your classroom participation. I will periodically collect your journals, grade them, and hand them back to you. So, write legibly and organize your journal according to these three categories so that I can follow what you have. If you would like, you can also keep your reading notes in this same journal; your reading notes need not be legible for me.

It is not possible to do well in this class without a willingness to participate thoughtfully in our conversations. I am happy to help students to develop strategies to improve your class participation, and may come to you with suggestions. However, you are ultimately responsible for developing your voice.

Grades: Journal, homework assignments and classroom attendance/participation (1/3); Smith and Grandin paper (1/3); Paper #2 and/or project/presentations (1/3).

## 1. A Realist Perspective (Smith)

January 26 Introduction to the class (no reading)

January 28 Introduction and the European Game, pp. 1-42

February 2 The Gospel of Democracy and Latin America: Responses to Imperialism, pp. 43-112

February 4 Closing Ranks and Making Friends and Crushing Enemies, pp. 113-180

February 9 Fighting the Cold War and Superpower Economics, pp. 181-240

February 11 Illicit Flows and Military Force and In Quest of Alternatives, pp. 241-306

February 16 George Bush and Exploring Unexpected Opportunities, pp. 307-368

February 18 Can There Be Policy Alternatives? and Conclusion, pp. 368-414

February 23 Evaluation of Smith and the Realist View

## 2. From the Left (Grandin)

February 25 The Camel and Not the Koran and How Latin America Saved the United States from Itself, pp. 1-51

March 2 The Most Important Place in the World: Toward a New Imperialism and Going Primitive: The Violence and the New Imperialism, pp. 52-120

March 4 Bringing It All Back Home: The Politics of the New Imperialism and The Third Conquest of Latin America: The Economics of the New Imperialism, pp. 121-195

March 9 Globalization's Showpiece: The Failure of the New Imperialism and Iraq Is Not Arabic for Latin America, pp. 196-244

March 11 Evaluation of Grandin and the Left Perspective

March 16 Paper Writing Workshop

March 18 Paper Due

## 3. Cultural Historical Approach (selected chapters from Joseph et. al)

March 23 Gilbert Joseph, Close Encounters: Toward a New Cultural History of U.S. – Latin American Relations, pp. 3-22 (23-46 are endnotes) and Ricardo D. Salvatore, The Enterprise of Knowledge: Representational Machines of Informal Empire, pp. 69-94 (95-104 are endnotes)

March 25 Michael J. Schroeder, The Sandino Rebellion Revisited: Civil War, Imperialism, Popular Nationalism, and State Formation Muddled Up Together in the Segovias of Nicaragua, 1926-1934, pp. 208-251 (251-268 are endnotes)

## Spring Break

April 6 Steven Palmer, Central American Encounters with Rockefeller Public Health, 1914-1921, pp. 311-328 (328-332 are endnotes) and Catherine C. LeGrand, Living in Macondo: Economy and Culture in a United Fruit Company Banana Enclave in Colombia, pp. 333-356 (357-368 are endnotes)

April 8 Thomas Miller Klubock, From Welfare Capitalism to the Free Market in Chile: Gender, Culture, and Politics in the Copper Mines, pp. 369-396 (and endnotes) and William Roseberry, Social Fields and Cultural Encounters, pp. 515-523 (and endnotes) and María de Carmen Suescun Pozas, From Reading to Seeing: Doing and Undoing Imperialism in the Visual Arts, pp. 525- 555 (and endnotes)

April 13 Discussion of the Historical Cultural Approach and the rest of the class

April 15 Class cancelled due to undergraduate research conference held on UM campus

4. Contemporary Issues. To be determined (along with details of Paper #2 and/or project/presentations)

April 20

April 22

April 27

April 29

May 4

May 6

Additional Readings that might be of interest:

R. Evan Ellis. 2009. *China and Latin America: The Whats and Wherefores*. Lynne Rienner, 2009.

Gordon Mace, Jean-Philippe Thérien, and Paul Haslam, editors. 2007. *Governing the Americas: Assessing the Multilateral Institutions*. Lynne Rienner, 2007.

Russell Crandall. 2008. *Driven by Drugs: US Policy Toward Colombia*. 2<sup>nd</sup> edition. Lynne Rienner.

William Stanley. 2010. *Enabling Peace in Guatemala: The Story of MINUGUA*. Lynne Rienner.

Wayne Cornelius et al., editors. 2010. *Mexican Migration and US Economic Crisis: A Transnational Perspective*. Lynne Rienner. (Cornelius has co-edited five books since 2007 on Mexican migration to the United States all published by Lynne Rienner)

John Booth, Christine Wade, and Thomas Walker. 2010. *Understanding Central America*. Westview.

William I. Robinson. 2003. *Transnational Conflicts: Central America, Social Change, and Globalization*. Verso.

Henry Raymond. 2005. *Troubled Neighbors: The Story of US Latin American Relations from FDR to the Present*. Westview.

Jorge Domínguez and Rafael Fernández de Castro. 2009. *The United States and Mexico: Between Partnership and Conflict*. 2<sup>nd</sup> edition. Routledge.

Abraham Lowenthal, Theodore Piccone, and Laurence Whitehead, editors. 2009. *The Obama Administration and the Americas: Agenda for Change*. Brookings Institution.

Robert Holden and Eric Zolov, editors. 2000. *Latin America and the United States: A Documentary History*. Oxford.

## Smith and Grandin Paper

Begin your essay with an introductory section that outlines the way in which you have approached the assignment. You are required to make an argument in your paper. Begin by informing the reader of your conclusions and how you have supported your claims in the paper. Then, move on to the following:

**FIRST**, summarize Smith's approach. State his major claims. Then summarize, briefly, the way in which he substantiates his claims. From your perspective, what are the strengths and weaknesses of this approach?

**SECOND**, do the same for Grandin.

The summaries should address theory, methodology, and empirical findings. Neither summary need be more than a couple of pages long.

**THIRD**, take one of the three positions listed below and defend it:

- a. I find one of the two approaches to be more useful and/or persuasive for understanding US-Latin American relations.
- b. I find neither of the frameworks to be particularly useful or persuasive.
- c. I find that both volumes make important, if different, contributions to our knowledge of US-Latin American relations.

If you do not like this framework, you have the option of presenting me with an alternative assignment. Any paper that veers from the above, however, must be approved by me in advance.

### Writing the Essay:

There is no absolute minimum length requirement for this essay. It seems unlikely, however, that it would be possible to write an essay of quality in less than seven or eight pages. The paper should not go much over ten pages. I will stop reading at the end of page twelve unless there is a compelling reason not to do so. All essays must be typed, double-space, one inch margins, 12 font size. Insert page numbers and staple your paper together. Don't bother with fancy covers.

Remember to make an argument. For example, a paper that does a good job of analyzing how the empirical findings support - or fail to persuasively support - the theoretical claims laid out in the early chapters of both books is a stronger paper than one that relies more on description (i.e., first the author did this, then she did that, and she concluded with the following arguments). Be careful not to make unsubstantiated assertions. All claims need to be supported, through some combination of reasoning and evidence. This is as true for laudatory comments as it is for critical ones.

Your essay will be graded both in terms of the quality of the ideas presented and in terms of how well the essay is written. Be sure to edit your essay carefully for both style and content. Students are welcome to discuss ideas or paper writing strategies with me during office hours or by appointment. I encourage you to read each other's drafts, helping with both style and content. You are encouraged to cite outside readings. If you do so, provide bibliographic references.