

University of Mississippi

INST 207: Introduction to Latin America

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Office Hours: **T, Th, 3-4pm and by appt.**

Spring Semester 2011
T, Th, 1:00-2:15 am
Croft 204

COURSE DESCRIPTION

Latin America is a region whose geographic fragmentation, ethnic diversity, and long history of colonial rule make for a highly divided society. In contemporary Latin America, the results of these historical divisions are still felt in frequent political upheaval and in a legacy of gross social inequality and everyday violence. The course aims to help you understand this conflicted history and its connections to recent movements for political, economic, and social reforms.

The course opens with lectures that introduce you to the geography and history of Latin America touching on the colonial experience, migrations, race, economic development, authoritarianism, and U.S.-Latin American relations. Our in-depth exploration of contemporary Latin America is subdivided into four units that use country case studies to illuminate broad themes: (1) Social Revolutions (Cuba & Venezuela), (2) Globalization (Mexico), (3) Economic Development (Brazil), and (4) Indigenous Movements (Bolivia).

First, we look at the cases of Cuba and Venezuela to understand a formative aspect of Latin American politics: social revolutions. Contrasting the 52-year old Cuban Revolution with the 12-year old Bolivarian Revolution in Venezuela illuminates continuities and differences in ideology and policy. Then we look at different facets of Mexico's recent transformation from a state-centered economy to a liberalized market system. The North American Free Trade Agreement (NAFTA), mass migration to the North, and the exploding drug trade are all important aspects of this 'globalized' Mexico. Brazil is our case study to understand the connections between economic policy and different forms of government. The rise of the Workers' Party under its leader Luiz 'Lula' Inacio da Silva, Brazil's President from 2003 until January 1, 2011, illustrates the changes the country underwent in the last 50 years. Last but not least, we look at the Andes region and a political phenomenon of the last fifteen years: indigenous movements. The case of Bolivia will help us understand how one such movement defied the forces of global capitalism and carried Evo Morales, an indigenous leader, to Bolivia's Presidency.

LEARNING OBJECTIVES

The course has three broad objectives. First, it introduces you to the history, politics, society, and culture of Latin America to provide you with a foundation for future coursework and/or research on the region. Second, it aims to dismantle common stereotypes and generalizations you might have about Latin America and help you see the diversity that exists across countries. Third, it strengthens your critical thinking skills analyzing the problems faced by each country and evaluating possible solutions.

The four research assignments will develop your research and writing skills. You will practice four different types of assignments: (a) critical media analysis; (b) quantitative analysis; (c) research report; and (d) policy paper. You will also practice public speaking and the use of PowerPoint in a class presentation.

COURSE REQUIREMENTS

Map Quiz	50 pts.
Presentation	100 pts.
Four Research Assignments	500 pts. (see below)
Attendance and Participation	100 pts.
Final Exam	250 pts.

* Your best two assignments will count up to 150 points each. The other two count up to 100 points each. Rewrites will never count for 150 points.

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For the final grade, 900 to 1000 points is an A, 800-899 a B, 700-799 a C, 600-699 a D, and less than 600 points an F. A grade lower than "C" toward will not count towards the international studies major.

MAP QUIZ: The map quiz will test your knowledge of Latin American geography. You will receive a list of terms countries, cities, and major geographic features, and you will be expected to be able to place these geographic features accurately on a blank map of Latin America.

PRESENTATION: In groups of two, students will prepare a 20-minute PowerPoint presentation on one of the countries that the course does not cover in depth: Guatemala, Nicaragua, Costa Rica (maybe), Argentina, Chile, Paraguay, Peru, Ecuador, and Colombia. The presentation needs to highlight *one* key theme that distinguishes the country and place it in context. The presenters have considerable freedom to define their own focus in consultation with the instructor. The groups need to clear their focus with the instructor *well in advance*. Short class readings (TBA) may be assigned at the request of the presenters.

RESEARCH ASSIGNMENTS: Each of the four regional units culminates in a research assignment. The assignments all require critical thinking and polished, academic writing. The instructions will be distributed on the first day of the respective regional unit, and the assignment will be due on the last day of that unit. You must upload the finished assignment to Blackboard before class on the due date and bring a printed copy of your paper with you to class. **Please note:** You are required to be in class *on time* with your assignment. If you are late, the assignment will be considered late. Late assignments will lose 5 points until midnight of the due date and an additional five points for each full day of lateness thereafter.

Spell-check *and* proofread your papers! Assignments with excessive spelling or grammar errors will be returned un-graded and must be re-submitted error-free. You will lose one letter grade on an assignment initially submitted in poor form. All papers must use appropriate citation and bibliographic formatting. Please see the citation guidelines posted under "Assignments" on Blackboard.

If you receive a B- or lower on an assignment, you will have the opportunity to rewrite your assignment to improve on content. Note that a rewrite is *not* simply a correction of formal errors or the addition of a few words, *but* a significantly changed and improved paper. Rewrites are due the class after the assignment was returned. The grades will be averaged. There is no guarantee that a rewrite will receive a better grade than the original paper.

ATTENDANCE & PARTICIPATION: You are expected to attend all class sessions, finish all assigned readings prior to class, and be prepared to participate actively. Class sessions will include lectures, discussions, and small group activities, and they may involve short readings or short writing assignments.

FINAL EXAM: A comprehensive exam will be given on the university-designated final exam date and time. The exam will likely consist of short answer and essay questions. The purpose of the exam is to test your grasp of important concepts, your specific knowledge of Latin America and the countries we cover, and your ability to draw comparisons between the cases. Make-up exams will not be given except with a university-accepted excuse, and you must have approval from the instructor **prior to** the exam.

ACADEMIC INTEGRITY

The University of Mississippi has an Academic Discipline Policy that will be followed in this course. Students are expected to submit their own original work in all aspects of this course and behave in a respectful manner both toward the professors and other students in the class. Suspected violations will be subject to disciplinary action according to the University policy. If you have questions, please consult the University's M Book (Section II, I. A-G).

READINGS

The following books are required for this course and are available at the university bookstore and on reserve at the main library:

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- 1) **Gary Prevost and Harry E. Vanden.** *Latin America: An Introduction.* New York/Oxford: Oxford University Press, 2011.
- 2) **Richard Gott.** *Hugo Chávez and the Bolivarian Revolution.* London: VERSO, 2005.
- 3) **Alexander Dawson.** *First World Dreams: Mexico since 1989.* London: Zed Books, 2006.
- 4) **Benjamin Kohl & Linda Farthing.** *Impasse in Bolivia: Neoliberal Hegemony and Popular Resistance.* London: Zed Books, 2008.

Additional *required* readings will be placed on electronic reserve as PDF files on the Blackboard website for INST 207. These readings are marked with a double asterisk (**) in the syllabus. When you print them at Croft or the Honors College, please remember to use double-sided printing to save on paper!!

Other useful general texts (especially for Latin American concentrators) include:

Robert B. Kent. *Latin America: Regions and People.* New York: Guilford Press, 2006.

Thomas F. Skidmore, Peter H. Smith, and James N. Green. *Modern Latin America,* 7th Edition. Oxford/New York: Oxford University Press, 2009.

COURSE OUTLINE

(Note that the course outline and reading assignments may be subject to change.)

T 1/25 **Introduction to Course & Latin American Geography**

"An Introduction to Twenty-First Century Latin America", Vanden and Prevost, 1-18 (chapter 1).

PART I: LATIN AMERICA IN HISTORICAL PERSPECTIVE

Th 1/27 **Latin America before the Industrial Revolution**

- (1) "Early History," Vanden and Prevost, *Latin America: An Introduction*, 19-44 (chapter 2);
- (2) "Democracy, Dictators, and Tío Sam," Vanden and Prevost, *Latin America: An Introduction*, 45-58 (first part of chapter 3).

T 2/1 **Latin America in the 20th Century**

"Democracy, Dictators, and Tío Sam," Vanden and Prevost, *Latin America: An Introduction*, 59-87 (rest of chapter 3).

**** MAP QUIZ ****

PART II: SOCIAL REVOLUTIONS - CUBA AND VENEZUELA

Th 2/3 **Latin American History and the Cuban Revolution**

- (1) " Struggling for Change", in Vanden and Prevost, *Latin America: An Introduction*, 287-315 (chapter 11).
- (2) ** Fidel Castro, "History will absolve me" (1953), excerpts.
- (3) ** Lievesley, *The Cuban Revolution*, 38-69 (ch.3).

T 2/8 **Fidelismo and Cuban Socialism**

- (1) ** Fidel Castro, "Creating Wealth with Political Awareness, Not Creating Political Awareness with Money or Wealth" (1968), in *Fidel Castro Speaks*, 406-424.
- (2) ** Lievesley, *The Cuban Revolution*, 1-8 and 69-128 (Intro, chs.4 and 5) .

Th 2/10 **Social Revolution after the Cold War: Cuba and Venezuela**

- (1) ** Jon Lee Anderson, "Castro's Last Battle"
- (2) Gott, *Hugo Chávez and the Bolivarian Revolution*, chapters 1-13.

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T 2/15 **Venezuela's Bolivarian Revolution**

Gott, *Hugo Chávez and the Bolivarian Revolution*, chapters 19, 20, 23-25, 29, 31-37.

Th 2/17 **An Attempt at Counterrevolution**

Film (in class): "The Revolution will not be Televised"

T 2/22 **Towards Twenty-First Century Socialism**

(1) ** Gregory Wilpert, "Venezuela's Bolivarian Revolution at a Turning Point."

(2) ** "Draft Program and Principles of the United Socialist Party of Venezuela."

(3) ** "Social Aspects: Nine Years into the Bolivarian Project." (Slide Presentation in PDF form)

RESEARCH ASSIGNMENT #1 DUE

PART III: LATIN AMERICA AND THE IMPACT OF 'GLOBALIZATION' - MEXICO

Th 2/24 **The Mexican Revolution**

1) "The Political Economy of Latin America", Vanden and Prevost, *Latin America: An Introduction*, 186-216 (chapter 8)

2) ** "The Revolution", in Alicia Hernández Chávez, *Mexico: A Brief History*, 203-233.

T 3/1 **The PRI and the Mexican Revolutionary State**

1) ** "Growth and Stability", in Alicia Hernández Chávez, *Mexico: A Brief History*, 264-294.

2) Dawson, *First World Dreams*, 1-45 (Chapters 1 and 2).

Th 3/3 **Economic Collapse, 1994, and the End of PRI Dominance**

Dawson, *First World Dreams*, 46-95 and 141-170 (Chapter 4 and conclusion).

T 3/8 **Migration to El Norte: Promise and Perils**

1) Film (in class): *De Nadie* (Border Crossing)

2) Dawson, *First World Dreams*, 96-116 (Chapter 5).

Th 3/10 **NAFTA and the 'Globalization' of Mexico**

1) Dawson, *First World Dreams*, 117-140 (Chapter 6).

Read at least one of the following depending on paper topic.

2) ** Raúl Delgado-Wise and Humberto M. Covarrubias, "The Reshaping of Mexican Labor Exports under NAFTA: Paradoxes and Challenges", *International Migration Review* 41:3 (Fall 2007), 656-679.

3) ** Scott Vaughan, "How Green is NAFTA? Measuring the Impacts of Agricultural Trade", *Environment* 46:2 (March 2004), 26-42.

4) ** Manuel Chávez, "The Transformation of Mexican Retailing with NAFTA", *Development Policy Review* 20:4 (Nov. 2002), 503-513.

5) ** Juan Carlos Moreno-Brid et al., "Industrialization and Economic Growth in Mexico after NAFTA: The Road Travelled", *Development & Change* 36:6 (Nov. 2005), 1095-1119.

RESEARCH ASSIGNMENT #2 DUE

**** MARCH 14-18 SPRING BREAK ****

PART III: THE POLITICS OF ECONOMIC DEVELOPMENT - BRAZIL

T 3/22 **From Plantation Economy to Import-Substituting Industrialization**

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- 1) "Politics, Power, Institutions and Actors", Vanden and Prevost, *Latin America: An Introduction*, 237-286.
- 2) ** "Political Evolution", in Francisco Vidal Luna and Herbert Klein, *Brazil since 1980*, 6-36 (chapter 1).

Th 3/24 **The Limits of Developmentalism**

- 1) ** "The Economy", in Francisco Vidal Luna and Herbert Klein, *Brazil since 1980*, 37-77 (chapter 2).
- 2) ** "Inequality", in Francisco Vidal Luna and Herbert Klein, *Brazil since 1980*, 209-235 (chapter 8).

T 3/29 **The PT and the Neoliberal Reform in the 1990s**

- 1) ** Petras, James and Henry Veltmeyer, "Capital Moves In: the Recolonization of Brazil," in *Cardoso's Brazil: A Land for Sale*, 21-40 (Ch.2).
- 2) ** "The Rise of the Workers Party" and "The Making of a Leader", in Sue Branford and Bernardo Kucinski, *Lula and the Workers Party of Brazil*, 23-77 (chapters 2 & 3);

Th 3/31 **The PT in Power: Managing the (Neo-)liberal Economy**

- 1) ** President Lula's Inauguration Address, January 1, 2003.
- 2) ** Election Victory Speech by Lula in 2006.
- 3) ** Speech by President Lula to the U.N. Food Summit (2008)
- 4) ** Speech by President Lula to the U.N. General Assembly (2009)
- 5) ** President Dilma Rousseff's Inauguration Speech, January 1, 2011

RESEARCH ASSIGNMENT #3 DUE

PART V: STUDENT PRESENTATIONS

T 4/5 **Groups 1-3: Guatemala, Nicaragua, Costa Rica** (depending on enrollment)
Readings TBA

Th 4/7 **Groups 4-6: Argentina, Chile, Paraguay**
Readings TBA

T 4/12 **Groups 7-9: Colombia, Ecuador, Peru**
Readings TBA

PART VI: NEOLIBERAL REFORM AND INDIGENOUS MOVEMENTS - BOLIVIA

Th 4/14 **From Indigenous Roots to the Revolutionary State**

- 1) "The Other Americans", Vanden and Prevost, 88-112 (chapter 4).
- 2) ** "The Triumph of the Revolution," in **June Nash**, *I spent my Life in the Mines: The Story of Juan Rojas, Bolivian Tin Miner*, 154-172 (Ch.9).
- 3) Kohl & Farthing, *Impasse in Bolivia*, 34-59.

T 4/19 **Economic Crisis and Market Reform**

- 1) ** "The Rich are Richer and the Poor are Poorer," in **June Nash**, *I spent my Life in the Mines: The Story of Juan Rojas, Bolivian Tin Miner*, 313-319 (Ch.18).
- 2) Kohl & Farthing, *Impasse in Bolivia*, 60-124.

Th 4/21 **Social Movements fight against Neoliberalism**

- 1) ** Christian Parenti, "Bolivia's Battle of Wills", *The Nation* 281:1 (July 4, 2005), 13-18.
- 2) Kohl & Farthing, *Impasse in Bolivia*, 125-195.

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T 4/26 **The Rise of Evo Morales**
Film (in class): “Cocalero”

Th 4/28 **Presidente Evo: The Indigenous Movement in Power**

- 1) ** Amparo Trujillo, “Evo Morales: Commitment to Change”, *Américas* 59:4 (Jul/Aug2007), 14-19.
- 2) ** Joyce Gregory Wills, “The Coca Crux”, *Américas* 58:6 (Nov/Dec2006), 18-25.
- 3) ** Daniel Kurtz-Phelan, “Coca is Everything Here: Hard Truths about Bolivia’s Drug War”, *World Policy Journal* 22:3 (Fall 2005), 103-112.

Use for additional information (in particular statistics) on the Drug War:

- 4) ** Katheryn Ledebur, “Bolivia: Clear Consequences”, in Coletta A. Youngers/Eileen Rosin, eds., *Drugs and Democracy in Latin America: The Impact of U.S. Policy*, 143-184.

RESEARCH ASSIGNMENT #4 DUE

PART VIII: FUTURE PROSPECTS FOR LATIN AMERICA

T 5/3 **Quo Vadis Latin America?**
TBA

Th 5/5 **Latin America Today: Comparisons and Outlook**

*** FINAL EXAM: THURSDAY, MAY 12, 12noon ***
