



**Center for International Programs & Sustainability Studies**

**Course Name: International Relations in Latin America**

**Course Code: POL 3450**

**Total Contact Hours: 48**

**Pre-Requisites: None**

### COURSE DESCRIPTION

This course will review the International Relations in Latin America, highlighting the most important facts that mark the politics in the region for the current era, specifically analyze tensions between sovereign rule and foreign hegemony, first by Spain and Portugal, later with Great Britain and other European colonial powers, and currently with the United States.

An elementary introduction to class struggle and oligarchical domination, the rise and fall of Imperialism, military interventions, corporate banking, the role of national and foreign investments. Examples of diverse phases of economic systems, conservative ethnic and cultural resistance to change, as well as totalitarian, liberal and socialist revolutionary change.

Human settlements in the Western Hemisphere, Pre-Columbian Tribal and Imperial societies, formation of modern Nation-States, and the complex International World Organizations, up to contemporary Power Structures, New World Orders and regional the emergence of new strategic players such as BRICS, G-20, and the Shanghai Cooperation Group (Silk Road Project).



The Cold War, current events, the military dictatorships, and other Latin American political phenomena, such as integration, migration, and their effects of the war on drugs, terror and US hemispheric and global politics.

Finally, with an evaluation of popularity and ideological tendencies of governments in the Region, present day relations with China and Russia, and the influence of globalization in the world, will be reflected in a final essay on a specific subject or case study from each student.

## **AUDIENCE**

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

**Muster the elements of international relations and the dynamics of social change, understand and participate in comprehensive, positive discussions and realizations, towards a higher stage of stability, sustainable development and peace for the peoples and governments of Latin America and the international community.**

To answer this question, the following **generative topics** will be studied:

- Basic Concepts “Western” Civilization
- Aboriginals or “Original Nations” in the American Continent
- Origins and independence of the United States of America

- Independence of Latin America against Spain and Portugal
- Class struggle and social discrimination XIX century America
- English hegemony in Latin America (1800-1850)
- American investments (1853-1883)
- US Imperial policy in the Roosevelt Corollary (1883-1933)
- The “Good Neighbor” Policy (1933-1940)
- The Americas in the wake of WWII (1941-1945)
- Cold War and the Defense of the Status Quo (1946-1957)
- Hegemony Crisis and socialist threat (1958 -1980)
- Changes in developing Latin America (1980-2020)
- International conflicts and peaceful resolution
- The changing global scenario
- Transnational corporations and other private actors

Throughout the course the following **skills** will be promoted:

- Ability to analyze the problems of international relations dealing with conflict, conflict resolution, conventional and nuclear warfare, and peace building.
- Ability to determine strengths, needs and improvement opportunities in diverse scenarios of International Relations, with official and non-governmental organizations.
- Ability to propose alternative, sustainable, and regenerative designs for citizen’s participation in national and international policies.

Among the **values and attitudes** that will be promoted among students are the following:

- Systemic thinking
- Logical and communicative intelligence
- Interest in solving problems
- Interest in learning to learn
- Connect well with others
- In depth listening

## COMPETENCE, CRITERIA AND EVIDENCE

The competencies for Vritas University are reflexive and integrated actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competences	Key competences	Learning Assessments
<b>Disciplinary</b> Formation of international negotiators	Oral and Written expression understanding internal and international policies	Class discussions on essays, current events and country reports, play scenarios of international negotiations
	Teamwork negotiation techniques Non-violent conflict resolution	Research, strategy and workshops, evaluation by results in debates dialectics of international policy
<b>Core/Generic</b>		
Integrates knowledge, skills and attitudes to continuous learning	Learning to learn during one´s life to pursue an efficient personal and social development in the knowledge-based society.	Comparison of political issues, strategies and real-life examples and revision according to new events and/or circumstances
Builds the necessary knowledge, skills and attitudes to obtain	Communicate thoughts of the discipline orally, graphically and in written form.	Outcome of complex negotiations in specific examples to design agreements reaching consensus in simulated scenarios

Competences	Key competences	Learning Assessments
results, combining different disciplines and actors		
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Practice of tasks and assignments in class.
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relate well to others Manage and solve conflicts Negotiate reliably Relate with empathy Speak responsibly Listen attentively	Overall result of participation during the course and field visits

## COURSE CONTENT

### Unit 1. Basic Concepts “Western” Civilization

- Nation-state, cultural categories: population, territory, government, religion, nationality, ethnicity, patriotism, language.
- The oneness of humanity with the environment, food sources, geography and cultural traditions.
- Human origins, evolution and creationism, emotion and reason, idealism, realism, materialism, etc., criminality and violence.
- Is there a future more peaceful world?

## Unit 2. Aboriginals or “Original Nations” in the American Continent

- Pre-Columbian relations between Tribes, Nations and Empires in the region, social and cultural impact of the Spanish and Portuguese in the XVI century, Discovery Conquest Colonization, Genocide.
- Influence of ethnic and cultural pluralities adjacent to the present day “nation-states”.
- The XXI Century global Agenda takes inclusive steps via human rights.

## Unit 3. Origin and independence in USA

- French and English colonial influence in the process toward Constitution, Bill of rights and first governments.
- Democratic ideals of the Founding Fathers, international politics of “neutrality” in relation to Spain and Portugal. Farmer’s militias develop into a powerful army.
- Expansion of capitalism in the colonization of North America through the railroads, telegraph, US mail and militias.
- The contrast autonomous British, Dutch, German and French colonists, vs Spanish and Portuguese centralized absolute rulers: Territorial expansion under sole rule of the Crown.

## Unit 4. Independence of Latin America against Spain and Portugal

- Independence in Haiti and the fights in South America, the case of Brazil, relations between the new countries, how Latin American faces the world, the Monroe doctrine as seen by the Bolivarian “amphictyonic” Panama meeting.

- Colonial mercantilism developed into a peripheral capitalism.

#### **Unit 5. Class struggle and social discrimination XIX century America**

- Military expansion, ethnic genocide, “Indian Wars”, Slavery, US early industrial development vs. mercantilism in Latin American colonies, the “Manifest Destiny” role in core capitalist hegemony, competition, technological and industrial revolution, gold rush, railroads and cross-continental development.
- Hegemony of the Northern States with a rising conflict in the Southern States.

#### **Unit 6. English hegemony in Latin America (1800-1850)**

- Focus on Mexico, Central America and the Caribbean countries.
- Disintegration of the Great Colombia, Ecuador and Spain, the new Congress in Peru and Chile, the confederation Peru-Bolivia, Uruguay, Rosas in Argentina, Brazil a Case Study on slavery.

#### **Unit 7. American investments (1853-1883)**

- Diplomatic intervention of the US in Europe as peace mediator.
- Civil War in the USA, French intervention in Mexico, USA troops in Central America and the Caribbean islands, Spanish intervention in Dominican Republic and South America, war of the triple alliance, First and Second South American Wars on the Pacific.

#### **Unit 8. US Imperial policy in the Roosevelt Corollary (1883-1933)**

- Alliance and resistance in Latin America. Nonintervention and self-determination.
- James Blaine’s Pan Americanism, US replaces English hegemony.

- Spanish American War, Panama Canal, Big Stick policy and Dollar diplomacy, First World War, the League of Nations.
- Anti-imperialism and Socialist International context. The Mexican revolution, the caudillo charisma.

### Unit 9. The “Good Neighbor” Policy (1933-1940)

- Great Depression and Franklin Roosevelt, exceptions in the Caribbean and Mexico, Chaco war, South America in the inter-American meetings, sequels of the imperial presence with US troops between wars , the anti-Nazi diplomacy until 1940, USSR is allied with the West Popular Fronts against the Axis countries.
- US Military interventions into Latin America.

### Unit 10. The Americas in the wake of WWII (1941-1945)

- “Popular fronts” Stalinism in the USSR and the Spanish Civil War.
- Anticommunist movements: McCarthyism, Anaconda, Standard Oil, United Fruit Co, transnational corporate empires, unionized movements, and popular resistance.

### Unit 11. Cold War and the Defense of the Status Quo. (1946-1957)

- NATO and the world after war, nationalism movements and democracy in Latin American, O A S, cold war, Latin American Dictators, Bolivia revolution, Guatemala and the X Inter American Conference, the fall of Vargas and Peron.
- Decolonization of the third world. East West Bipolarity, North South Conflicts, Movement of the Non-Aligned Countries
- Bretton Woods, and the New World Order.



## Unit 12. Hegemony Crisis and socialist threat (1958 -1980)

- Rebellions and fall of dictators, Nixon's visit to Caracas.
- Cuban socialist revolution, Fidel Castro, and conflict with the democratic bloc in Latin America. OSPAAL - 3rd World and Non-Aligned Countries.
- Rockefeller Report. Kennedy and Alliance for Progress, OAS, Rio Military Pact, Falkland Islands.

## Unit 13. Latin America (1980-2020)

Non-violent conflict resolution.

- Dependency theory, domination, and social sectors, Economic and Political Integration. Unequal development and extreme poverty in the Americas. FREE TRADE Agreements as political instruments: Santa Fe, Trilateral Commission, CBI, FTAA, CAFTA, NAFTA, Reagan-Bush era. Alba, Bolivarian Movement, XXI Century Socialism.

## Unit 14. International conflicts.

- External debt, the drug traffic, ecology, and the ethnic problems.
- US Economic and Military interventions in Latin America and the Caribbean.
- Military intelligence, overt and covert activities. National Security Doctrine, (Condor, Plan Mérida, Southern Command) New alliances with China, Russian Federation, the "BRICS" and economic influence of the Shanghai "Belt and Road" initiative, Pacific Alliance, and OECD.

### Unit 15. Development in Latin America.

- Neo liberal and Populist governments in Brazil, México, Venezuela Nicaragua and Bolivia, ALBA, PETROCARIBE AND CELAC. Is peace a valid utopia?
- Evaluation on the effects of US policies in Latin America, comparing Republicans and Democratic platforms

### Unit 16. The changing global scenario

- Threats posed by Climate Change, Trade wars, Free Trade Treaties, Commodities and future market wars, Transnational corporation interests in commodity markets, corporate protagonists in domestic politics.
- Latin America in the last 15 years, Dependency, dominant social groups, economic and political integration ideals, and practical measures taken in the United Nations Millennium Program.

### Unit 17. Transnational corporations and other private actors

- Global Warming and non-violent conflict resolution, International Governmental and Non-Governmental Organizations, world banking systems and financial institutions. Simulation of International negotiations a major current event or happening to be chosen by the class, with socio-drama techniques.

## METHODOLOGY

The methodology is planned competence-based model, from a constructivist perspective.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can recognize, by their own means, the context in which they are and how

they can use it to understand the topics of the course for use in their future careers, especially in International Negotiations.

Along the course the expository method is used both by the professor, invited experts, and students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are first investigated at a bibliographic or news sources by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

## **EDUCATIONAL RESOURCES**

In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. Most of the lessons will take place in the classroom. During independent work periods, students will be able to attend the institution. A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives the possibility to work not only in the library or computer labs, but also around campus.

## LEARNING ASSESSMENT

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
1. Personal presentation and Syllabus analysis	5
2. Round table: International Consequences of recent elections in Colombia, Chile, Honduras	5
3. Research project: Electoral Observatory Costa Rica in contrast with Nicaragua	10
4. Class analysis: CELAC agreement with China workshop	10
5. Weekly report: Current events and country descriptions	10
6. Readings discussion: Wagner and Le Faber	10
7. Outline and Bibliography for final Essay	10
8. Case Study: International negotiations UN environmental agenda	10
9. Final Argumentative Essay	20
10. Final Essay Ppt presentation	10
Total	100%

## LEARNING STRATEGIES

### 1. Personal Presentation

After the introduction during the first class each student will take time to express personal expectations and the reason to choose this course as part of his curricula in Véritas University. These thoughts will be put into writing and presented on the second class, to review and analyze the course content and comment on the methodology, chronogram or details to bear in mind.

### 1. Round Table on 3 Recent Elections

A round table dedicates to promote oral expression and investigation about different themes. The idea is that a group of students prepares the topic **“Consequences of recent elections in Colombia, Chile and Honduras”** to produce ideas y points of view that either agree or disagree to generate new learning. Groups can be formed by 4 to 6 people (depending on the number of students enrolled) who will investigate as much information as possible about the assigned topic. Then, they will sit in front of the rest of the class in forming a round table panel. The members of each group must choose a moderator. The moderator begins the round table discussion, informs the class about the topic, introduces the members of the round table group to the class, indicates when each member of the round table will intervene; asks previously planned questions, and takes notes that might work as conclusions. The moderator must be emotionally strong, must be unbiased, and must keep the group united. The moderator usually sits in the middle of the group to keep members focused and keep watch of how people work their goals. Ideally, a round table should last no longer than 60 minutes – 45 minutes to discuss the topics and 15 minutes to draw conclusions. To run a round table each group must be assigned a topic, in this case the international derivations of the tendencies competing for the vote in Colombia, Chile and Honduras, and the final outcome as projected in the first statements of the new government.

The group will investigate on the topic and will choose a moderator. They should also prepare some written information and short lectures through which they will make sure the topic and subtopics are clear for the audience. The group will also generate conclusions and a closure to the discussion. The students must provide evidence of their research through the composition of a written document that contains at least 3 dependable and reliable references. The document should also include the questions used to generate discussions that will be used in the round table. The students must also provide their classmates with a handout that briefly explains the topic and subtopics of the round table. In this case, we are focusing on the international consequences of the discussion during the campaign of the perspectives of international policies, and the consequences final triumphant coalition.

## 2. Research project: Electoral Observatory Costa Rica compared with Nicaragua

The electoral observatory consists of an evaluation in class of institutional democratic tradition in each country, validated counting the citizens votes to legitimate change of power on each constitutional term, in the hands of popular representatives, respecting all the political parties involved:

- a. A short history of the previous elections in a period of 12 years in each country.
- b. A brief description of participant political parties and their leading figures, the candidates' role and promises, comments, and coverage during the campaign.
- c. The verdict of an authorized electoral authority that awards the power to the winning Political Party, on valid grounds of valid votes.

One group of students will focus on the last Costa Rican elections, with six months of campaigning before the first round in February and the Runoff on April 3, this year, concluding with Rodrigo Chaves administration including his commitments to international policies related with this course. In comparison, another group will describe the elections in Nicaragua and the present-day situation that questions opposition leaders being

incarcerated, as well as the perspectives for future elections. The reports will be shared in class with a Power point presentation.

### 3. Case study presentation on Environment Goals of the UN:

Learning through a case study, educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorize knowledge so the student can finally value and deepen from a personal choice. The case studies in this course will be a critical evaluation of the environmental challenge of Climate Change and the UN Goals of the Millennium.

We must choose a major issue in the development strategy, using critical factors such as: historical, geographic, economic, cultural and sociological background according to concepts and typologies previously explained by the professor. Take into account each countries particular political situation and the different interest groups that influence feasibility to reach the goals. It will take the chosen central theme by country or regional groups of countries, in three of the five regions of Latin American: Central America, Caribbean Islands, Pacific and Atlantic. The chosen issue in each group will highlight and illustrate with clear examples from the case study or similar cases following this structure: what is the issue, who was involved? When why? Major indicators and data will be extracted and discussed for its relevance and meaningful relations with international policies. Conclusions will be drawn attending feasibility and chronology of advancement in a short- and long-term perspective.

#### 4. Class analysis: CELAC agreement with China

Based on the previous study of the constitution of the Economic Council of Latin America, (CELAC) and it's Commercial and Development Agreements with China, in the context of the belt and Road initiative, this assignment will take a whole lesson (45 min) . After a brief introduction by the professor he will moderate the group after a period to research and prepare to play the roles of spokesperson chosen to represent the following international actors: 1.- Peoples Republic of China Government, Belt and Road Initiative Allies. 2.- CELAC and other regional Latin American actors (OAS, SELA, ALALC, ALBA.). 3.- Other World Powers (United States, United Nations, European Union, Russia, Iran, India) 4.- Economic interests groups (World Bank, BID, BCIE private banks and Corporations)5.- National Defense structures, Chinese, Russian, US and NATO). (Roles will be assigned depending on the number of participating students). The class will debate and reach conclusions on the viability of the Initiative and expectations in a determined time line. The assigned roles will vary, depend on the number of students participating.

#### 5. Weekly reports: Country descriptions and major current events

Each student will share in class on at least three countries from one of the following sub regions: Middle America, The Caribbean Islands, Pacific Andes, Amazon/Orinoco Basin, La Plata Basin. Illustrated with a map, the flag and emblem, a short description of major traits (geography, population economy, main exports) and their international policies, membership in international organizations. Following the same countries, students will exercise the capacity of critical thinking and oral and written expression presenting reports on relevant news or videos related to current events relative to the issues discussed in class and/or agreements concerning the matter studied during each week. Each student will report on three to five countries from each of the following sub regions: Middle America, Caribbean Islands, Pacific Andes, Amazon/Orinoco Basin, La Plata Basin, according to a chronology to be worked out with the professor alternating dates for country presentation and current events, according to the number of participants,



## 6. Readings discussion: Wagner and Le Faber

Each student will read the assigned chapters from the bibliography of Harrison Wagner and Walter Le Faber and hold class discussions under the moderation of the professor, who will make the generative questions for a 20 minute debate consisting of 1.- an introductory general summary 2.- Descriptive analysis and comments on the material, 3.- objective evaluation of the main issues covered. 4.- Conclusions and projections of the lessons obtained.

## 7. Outline and Bibliography for final Essay

On midterm the class will hold a discussion on the requirements for the final argumentative essay project, and on the 3<sup>rd</sup> week each student will present a draft with the title, outline, and bibliography, describing the content of his or her project. For those who have problems of choosing a theme, a 25-minute seminar will be held to analyze a practical method to focus on imaginative and new issues on the international agenda and ponder the characteristics of such a product. That includes at least 10 pages minimum, with the following Content. Cover page, Summary, Index, Introduction, Subtitles, Conclusions and Recommendations, Bibliography. The outline to be presented should be as complete as possible.

## 8. Case Study: International negotiations UN environmental agenda

During the fourth week, a full 2 hours will be used to analyze the UN agenda for Environmental and Climate Change goals of the Millennium, focusing on last month's World Conference on the Oceans, held in Lisbon, and researching on recently approved programs in Latin America and the Caribbean. In materials from the sources included in the bibliography).

These materials will give origin to a previous research by three groups of students to hold a round table to analyze and comment the 17 goals of the Millennium, the Environmental

actions already taken by the Latin American and Caribbean Countries and the feasibility of progress against global climate change starting with the analysis of the results of the recent Conference of the Oceans. Each student will also participate in the round table with a report from the group of countries assigned in their role during the last World Conference on the Oceans.

## 9. Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations. The essay is an individual and original piece of writing about a relevant topic within the course content, and an opportunity each student to express informed opinions on the International Relations theoretic schools of thought, practical uses and eventual personal application of this knowledge and comments referring to at least one of the theoretical debates between Realism vs. Idealism; Neo realism, vs Neoliberalism or Structuralism vs Constructivism, or any of the other critical theories: such as Capitalism vs, Socialism, Feminism, Class struggle, North South or Center-periphery conflicts. For practical purposes, also a reference could be made on the opportunity given by the field visits and contact with events and countries as studied during the course.

### 1. Essay Power Point Presentation

Individual presentation of the final Essay will develop the ability to communicate orally and graphically to demonstrate knowledge assimilated through the course materials, the professor's lectures and the participation in the assignments and field trips. Students must also present their classmates with references to the practical use of International Relations Theories and online sources and illustrate with a power point presentation a summary of each part of the Essay, personal comments on the chosen bibliography in a conference format.

## ATTENDANCE

### Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

### Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

## CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

## ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

## STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

## BIBLIOGRAPHY

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The web of Violence, from interpersonal to global. Ed: Jennifer Turpin and Lester R. Kurtz Editorial: University of Illinois Press (1996). ISBN-10 0252065611, ISBN-13: 978-0252065613.

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## **CHRONOGRAM**

<b>Week</b>	<b>Introductory Workshop and Basic Concepts</b>	<b>Learning Strategies</b>
<b>1</b>	<p><b>Session 1. Introductory Workshop:</b></p> <p>Sharing basic concepts. The Scope of International Relations, Regional Scenarios, Actors, and participant observation. Review of the Syllabus and text excerpts</p>	<p>Welcoming Lecture</p> <p>Ppt</p> <p>Class debate on</p> <p>Syllabus</p>

	<p>from referential reading materials. Expectations, methodology, rubrics and participative evaluation of capacities to be developed. Class debate and personal description and expectations.</p>	<p>Personal description and Course expectations.</p>
	<p><b>Session 2. Basic Concepts</b></p> <p><b>Cultural categories:</b> Western Civilization, Nation State, population, territory, government, religion, nationality, ethnicity, patriotism, language. The oneness of humanity with the environment, food sources, geography, and cultural traditions. Human origins, evolution and creationism, emotion and reason, Idealism, Realism, Materialism, criminality, and violence. Is there a future more peaceful world?</p>	<p>Lecture PPT Choice of 6 LA countries per student to report on. Review Syllabus and Introduction of Electoral Observatory. on Colombia</p>
	<p><b>Conquest of the New World</b></p>	
	<p><b>Session 3. Aboriginals or “Original Nations” in the New World.</b></p> <p>Pre-Columbian relations between Tribes, Nations and Empires in the region, social and cultural impact of the Spanish and Portuguese in the XVI century, Discovery Conquest Colonization, Genocide. Influence of ethnic and cultural pluralities adjacent to the present day “nation-states”. The XXI Century global Agenda takes inclusive steps via human rights.</p>	<p>Lecture Ppt Content of country reports Preparation Map LA countries and main cities Assign readings H-Wagner</p>
	<p><b>Session 4. Origins and independence in USA contrasting with Latin America</b></p> <p>Colonial influence in the process toward Constitution, Bill of rights and first governments. Democratic ideals of the Founding Fathers, international politics of “neutrality” in relation to Spain and Portugal. Farmer’s militias develop</p>	<p>Lecture Ppt Electoral Observatory Compare Colombia with recent elections Debate on Colonialism,</p>

	<p>into a powerful army. Expansion of capitalism in the colonization of North America through the railroads, telegraph, US mail and militias. The contrast autonomous British, Dutch, German and French colonists, vs Spanish and Portuguese centralized absolute rulers: Territorial expansion under sole rule of the Crown.</p>	<p>mercantilism, Core and Peripheral capitalism Method for current events analysis</p>
2	<p><b>Decolonization, Independence</b></p>	
	<p><b>Session 5. Independence of Latin America from Spain and Portugal</b></p> <p>Independence in Haiti and uprisings in South America, the case of Brazil, relations between the new countries, how Latin American faces the world, the Monroe doctrine as seen by the Bolivarian “amphictyonic” Panama meeting. Colonial mercantilism and peripheral dependent capitalism. British Empire and Pirates in Caribbean</p>	<p>Lecture Ppt Political Parties in Colombia Country reports on</p>
	<p><b>Session 6. Class struggle and social discrimination XIX century</b></p> <p>Military expansion, ethnic genocide, “Indian Wars”, Slavery, US early industrial development vs. mercantilism is Latin American colonies, the “Manifest Destiny” capitalist hegemony, competition, technological and industrial revolution, gold rush, railroads and cross-continental development. Capitalist Hegemony of the Northern States with a rising conflict in the Southern States, world north-south comparative development.</p>	<p>Lecture Ppt Country Reports Current Events</p>
	<p><b>English and US Hemispheric Hegemony</b></p>	
	<p><b>Session 7. English hegemony in Latin America, 1800-1850</b></p>	<p>Lecture Ppt Country and Current Events reports</p>

	Focus on Mexico, British interests in Central and South America and the Caribbean countries. Disintegration of Great Colombia, Ecuador and Spain, the new Congress in Peru and Chile, the confederation Peru-Bolivia, Uruguay, Rosas in Argentina, Brazil Case Study on slavery as origins of dependent capitalism and 12 border wars.	Programming field visit
	<p><b>Session 8. Big Brother US investments 1850-1900</b></p> <p>Diplomatic intervention of the US as peace mediator.</p> <p>William Walker 1850s Civil War in the USA, French intervention in Mexico, US troops in Central America and the Caribbean islands, Spanish intervention in Dominican Republic and South America, War of the Triple Alliance, First and Second South American Wars on the Pacific.</p> <p>Birth of Banana Republic's exporting from Central America</p>	Lecture Ppt Current Events and electoral observatory report
<b>3</b>	<b>Regional and World organizations</b>	
	<p><b>Session 9. US Pan-Americanism and Roosevelt Corollary. 1883-1933</b></p> <p>Alliance and resistance in a Latin America. Non-intervention and self-determination. James Blaine's Pan-Americanism. US replaces English hegemony. Spanish American War, Panama Canal, Clayton- Bulwar Treaty, Big Stick policy and Dollar diplomacy, USSR, Anti-imperialism and Socialist International context. Mexican revolution, caudillo charisma and military dictators.</p>	Lecture Ppt Video on Mexican Revolution Current events debate Assign readings W Le Faber
	<p><b>Session 10. The First World war League of Nations</b></p> <p>"Good Neighbor" Policy, Great Depression, Franklin Roosevelt New Deal, exceptions in the Caribbean and Mexico, Are and Chaco war, South America in the inter-</p>	Lecture Ppt report on R.H.Wagner Country Reports



	American meetings, US troops between wars , the anti-Nazi diplomacy until 1940, USSR is allied with the West Popular Fronts against the Axis countries. US Military interventions into Latin America	
	<b>Democracy, Fascism and Socialism</b>	
	<b>Session 11. The Americas in the wake of WWII 1941-1945</b> Popular fronts Stalinism in the USSR and the Spanish Civil War and rise of Fascism. Anti- communist movements: McCarthyism, Anaconda, Standard Oil, United Fruit Co, transnational corporate empires, unionized movements, popular resistance to anti-communist dictatorships “International of the swords”.	Lecture Ppt Electoral observatory Country reports Current Events
	<b>Session 12. Cold War and the Defense of the Status Quo.- 1946-1957)</b> NATO and the world after war, nationalism movements and democracy in Latin American, O A S, cold war, Latin American Dictators, Bolivia revolution, Guatemala and the X Inter American Conference, the fall of Vargas and Peron. Decolonization of the third world. East West Bipolarity, North South Conflicts, Non-Aligned Countries. Bretton Woods, and the New World Order.	Lecture Ppt Electoral observatory report. Current Events
4	<b>Striving for Peace in the Hemisphere</b>	
	<b>Session 13. Hegemony Crisis and socialist threat (1958 - 1980)</b> Revolutions and fall of dictators, Nixon’s visit to Caracas. Cuban Revolution, Fidel Castro and conflict with the democratic bloc in Latin America. OSPAAAL - 3rd World and Non- Aligned Countries. Rockefeller Report. Kennedy	Lecture Ppt Current Events Electoral observatory and Country reports

	and Alliance for Progress, OAS, Rio Military Pact, Falkland Islands and GB, New interventions and National Security Doctrine, Missile Crisis Initial influences of USSR and China.	
	<p><b>Session 14. Midterm Review</b></p> <p>Take home multiple choice and short answers midterm review. Struggle for democratic development, the oil crisis, Kissinger and the Vietnam War. Revolution and counter revolution in Nicaragua and the Caribbean, Central American revolutionary guerrilla movements. The “Paz de Esquipulas” C A Peace Treaty. Democratic government’s vs. authoritarian populism.</p>	<p>Evaluation of Current Events- Group conclusions</p> <p>Combination of class debate and take home exam.</p>
	<b>Contemporary International Actors</b>	
	<p><b>Session 15. Latin America and the Caribbean 1980-2020</b></p> <p>Non-violent conflict resolution. Dependency theory, Neocolonial domination and social sectors, Economic and Political Integration. Unequal development extreme poverty and Cuba in the Americas. FREE TRADE Agreements as political instruments: Santa Fe, Trilateral Commission, CBI, FTAA, CAFTA, NAFTA, Reagan-Bush Era. ALBA, Bolivarian Movement, XXI Century Socialism, Obama and Trump interventions in LA.</p>	<p>Lecture Ppt</p> <p>Class debate and Current events</p> <p>Report on La Feber</p>
	<p><b>Session 16. Current International Conflicts</b></p> <p>External debt, drug traffic and money laundering, ecology and the ethnic problems. US Economic and Military interventions. Overt military and covert DEA-CIA activities. National Security Doctrine, (Condor, Plan Mérida, South com ops) New alliances Russian</p>	<p>Lecture Ppt</p> <p>Country Descriptions</p> <p>Class debate and Current Events Last day for Title and outline for final essay</p>

	Federation, the “BRICS”, OPEC Shanghai Silk Road, and Chinese presence in Latin America.	
5	<b>Dynamics of Change in the Global Scenario</b>	
	<b>Session 17. Dynamics of Political Change in the region</b> Neo liberal and Populist governments. recent changes in Brazil, México, Venezuela, Nicaragua, Perú, Bolivia, and Chile. ALBA, PETROCARIBE AND CELAC. Is peace a valid utopia? Evaluation on projected US policies on Latin America comparing Biden’s with previous Administrations. Assignment reports.	Lecture to introduce Workshop on Nuclear Containment Country Descriptions Class debate Current Events
	<b>Session 18. The changing global scenario</b> Threats posed by Climate Change, Trade wars, Free Trade Treaties, Commodities and future market wars, Transnational corporation interests in commodity markets, Corporate protagonists in domestic politics. Latin America In the last 15 years, Dependency, dominant social groups, economic and political integration ideals, and practical measures taken in the United Nations Millennium Program (UNDP).	Lecture Ppt Evaluation on W Le Faber Country Descriptions last day to hand in the final Essay Draft
	<b>Exploring Institutions in Costa Rica</b>	
	<b>Session 19. Field trip- Visit to either the National Assembly.</b> Supreme Electoral Tribunal a public museum, and/or hold an Observatory workshop on Colombia ongoing electoral political scenarios compared with constitutional change in Chile.	Guided Tour either National Assembly, National and Jade Museums
	<b>Session 20. Transnational corporations Global Warming</b> International Governmental and Non-Governmental Organizations, with a major current event or happening to be chosen by the class to form a negotiations scenario,	Lecture Ppt Country and current events reports

	with socio-drama techniques. Evaluation of electoral observatory and debate. (OAS IX Summit y L.A., California)	Last day country descriptions
	<b>Research Results and Presentations</b>	
<b>6</b>	<b>Session 21. Workshop</b> Comparison on experience of electoral observations in Colombia and programmed transition in peace and Disarmament in the United Nations. Nonproliferation of Nuclear weapons and Arms Control readies Discussion	Lecture Ppt Student PPT. and Essay Presentations
	<b>Session 22. Workshop</b> Future of US Latin American economic and military relations, in the wake of SCO and the Russian Federation sphere of influence in the EU. Effects of the Arab Spring, Wars in Asia, the Middle East, ISIS and NATO-Ukraine conflict in Latin America	Final Essay Presentations
	<b>Session 23. Final Workshop Observatory</b> Sharing in class PPT. presentations on the case studies and country reports of the final essays. Course evaluation and Conclusions on Current Events	Final Essay Presentation Conclusions on Current Events
	<b>Session 24. Last session Ppt presentations.</b> Final grades and conclusive debate.	Final Grades And Conclusions