

Syllabus | DSS 5310: Strategic Survey of the Americas

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Course Dates | August 28th, 2023 – October 16th, 2023

Classes | Fully Online

**** Please Note! This Syllabus is subject to change – please let me know if you spot any errors ****

Instructor & Course Introduction

Welcome to DSS 5310: ‘Strategic Survey of the Americas’. This course aims for a brief overview of the history of colonialism and independence in Latin America, followed by an examination of various theories of state formation. In particular, we will analyze the tensions between institutional and extra-institutional forms of organizing and governing, economic modes of production, and the different forms of collective action used to articulate grievances and/or avoid conflicts. Additionally, this seminar will give particular focus to the historical relations between the United States and the region and how this has influenced the trajectories of each of the region’s countries. More specifically, we will trace continuities and changes across a broad period and ask probing questions about the U.S. approach towards its hemispheric neighbors. Special focus will be paid to how these phenomena intersect with gender, ethnicity, and race. The class largely develops thematically, drawing on a range of literature and contemporary research with emphasis given to the Social Sciences.

About me. I am originally from Toronto and moved to New York City in my late adolescence. There, I obtained my BA in Puerto Rican and Latino Studies from Brooklyn College (CUNY), and later my MA in International Relations from the City College of New York (CUNY). Subsequently, I embarked upon my PhD in Political Science (Comparative Politics and International Relations) at the University of Toronto which I completed in 2020. My doctoral research examined the subnational variation in counterinsurgency outcomes in Colombia between 1997 and 2012, and broadly speaking, my research interests include armed conflict, violence, armed non-state actors, organized crime, and transnational migration. I have lived and worked in Venezuela, Colombia, and more recently Mexico, and have been fortunate enough to travel to almost every country in Ibero-America. Although I have previously taught university level courses at a wide array of academic institutions, this is my first semester working and teaching at the Department of Criminal Justice and Security Studies at UTEP and I am looking forward to interacting and sharing my research and experiences with you all over the coming semester.

Contacting Me

- You can email me directly. I will always try and respond to you within 48 hours, although more often than not I will respond sooner than this.
- We can also set up Zoom, Teams, or Blackboard Collaborate sessions to meet virtually. Please email me to arrange an online meeting at a mutually convenient time.

- You can also use the Help Board for the course in **Blackboard** - our online ‘classroom’ where we will be doing much of our work. Use the Course Help Board if you have a general question that you think others may benefit from seeing an answer to.

Information in the Syllabus

This Syllabus document gives a core overview of the course, including a clear breakdown of each Module; its required readings, core questions, and work due. There’s a separate ‘Work Guidance’ document that gives deeper advice for the coursework.

Online Classroom

We will use Blackboard as our online classroom., I’ll post all the necessary course materials and module materials on here.

- There are modules for each week, with readings and other materials posted.
- There is an official graded **Discussion Board** for some modules which will be assessed, as detailed below. I will provide a variety of prior material for each module to help you with this activity.
- There will also be a **Content Discussion Space** in each module place to discuss the week’s topics with each other more freely. I will try and post interesting material here on a more ad hoc basis, and we can use it to discuss contemporary developments and news stories. This is graded, as discussed below and in the Work Guidance.
- You’ll also upload your **Final Assignment Plan** and **Final Assignment** here.

Course Description

This course begins with a brief overview of the historical roots of state formation in Latin America, followed by a detailed examination of various theories and practices of economic development, social mobilization, and violent upheaval (e.g. revolution, armed conflict, and coup d’états) in the region. In particular, we will analyze the tensions between extra-systemic forms of organizing, peace bargains, and participation in electoral politics as means of resolving these social tensions. Special attention will be given to the important role played by the United States in the social, political, and economic development of Latin America.

The class largely develops chronologically, exposing students to a range of canonical literature and contemporary research from a variety of social science backgrounds, with a strong emphasis given to Political Science. The students are expected to understand the general theoretical debates between scholars that are included in this syllabus, and then apply it to particular cases throughout the Americas. In sum, the ultimate goal of this course is to provide students with the context necessary to understand developments in contemporary Latin American politics.

Learning Objectives

The main aim of the course is to structure and broaden students’ understanding of historical and contemporary strategic issues and academic debates in the Western Hemisphere, and to give them the critical and analytical tools to do so. Through our work together, and most importantly your own

independent research, thinking, and analysis, you will be expected to have a strong understanding of the key ground we will cover. On completion of the course, students will be able to demonstrate:

- Knowledge of state formation processes in Latin America and how these were shaped by the emergence of the United States as the hegemonic power in the hemisphere from the 19th century onwards
- Understanding of the key debates in this history
- Ability to identify, analyze, and evaluate the history of U.S.-Latin America relations from the Monroe Doctrine to the War on Drugs
- A deeper understanding of a selection of contemporary distinct issues and concerns for U.S. strategic interests in the Americas – democracy, migration, drugs, transnational organized crime, access to markets, and North American regional security
- A greater understanding of the Americas as a strategic priority for the U.S. into the 21st Century

Course Module Breakdown

Here is a simple at a glance breakdown of the weekly module topics on the course.

Week	Module	Class Start
1	From the Colony to the Republic: Early State Formation in Latin America from a Comparative Perspective	08.28.23
2	Caudillos, Underdevelopment, and Gunboat Diplomacy: Belated State Consolidation in the Shadow of U.S. Hegemony	09.05.23
3	Revolutions, Coups, and Dictatorships: The Cold War in Latin America	09.11.23
4	The Third Wave: The Democratization of Latin America	09.18.23
5	Drugs, Thugs, and Diplomats: The War on Drugs in Latin America	09.25.23
6	Transnational Security Challenges in Contemporary Latin America	10.02.23
7	The Geopolitics of Latin America in the 21 st Century	10.09.23

Task Breakdown, Due Dates, and Overall Grading

Tasks within the course are below.

Activity	% of Overall Grade	Due Date
Student Introduction	2%	09.03.23 - 11.59pm
Content Discussion (x4)	28% (7% each)	Sundays 11.59pm Modules 1, 3, 5 and 7
Content Pieces (x3)	30% (10% each)	Sundays 11.59pm Modules 2, 4 and 6
Final Assignment Plan	4%	09.25.23 - 11.59pm
Final Assignment	34%	10.16.23 - 11.59pm

Course Evaluation	2%	Extra Credit Opportunity
TOTAL	100%	

The *overall* achieved grades will be given numerically in percentages on the UTEP grading scale:

59 □ (F) | 60-69 (D) | 70-79 [C] | 80-89 (B) | 90-100 (A)

Course Expectations and Key Advice

My expectations of you

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required. This course relies on the participation of all the people in the class to make it successful. The pace of these 7-week courses is frenetic and requires significant motivation and self-discipline.

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your Discussion Pieces and in the Final Assignment. Indeed, reading is the key to success. In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who obtain the highest marks.

What you can expect of me

You should expect flexibility from me and understanding of any situations that might impact your work. You should always feel comfortable approaching me for help, guidance, and advice. If you do need something, let me know. I will endeavor to respond to any email queries within 48 hours, but will normally respond quicker. Additionally, I encourage you to contact me about your assignment topics early on. I will also be understanding of personal circumstances affecting work and deadlines if these are communicated beforehand. I am committed to providing assessment feedback and grades within one week of the due date. In the event of any delay, I will let you know as soon as possible, and in certain cases deadlines for you will be adjusted accordingly.

Expectations of each other

If there is anything you are unsure of, please let me know. If you require content-related help and support, please reach out and try to be courteous in all online communication. You can use the Help Forum in the Blackboard shell - if you are confused about something, as probably other people are confused as well. Plus, you can of course contact me directly anytime. I will aim to help with content, and with any situations that are affecting or likely to affect your work. I am always available in some shape or form.

Late Policies

As this course lasts only seven weeks, it is essential to be organized and manage your time

wisely. **However**, if, because of work, illness or family emergency, you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans. As I mentioned above, I am aware that you have existing commitments and responsibilities. I will be flexible if you communicate with me before key deadlines.

If you require an extension on course work because of extenuating work, health or family reasons, email me at least 12 hours before the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1-2 days). I will reply as soon as possible. Depending on the case, you may need to submit supporting documentation such as a doctor's note.

In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day.

Assignments will not be accepted after they are five days late and there has been no communication between us; they will be given a grade of 0.

Again, I will work with you on these issues. I know how busy you all are in the MDSS program, often with full time work commitments and everything else life throws at us. All I ask is that you make sure you let me know what is going on, and I will do my best to accommodate you.

Academic Integrity

As a UTEP student, you are expected to demonstrate academic integrity. You must properly identify and provide references for all material that you quote or paraphrase.

Cheating, plagiarism and collusion are all violations of the UTEP Handbook of Operating Procedures. Again, for more on this see the relevant section of the Curriculum and Classroom Policies. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

NOTE: Large tracts of texts copied verbatim, even if you have a reference for them, can be considered technical plagiarism, especially if they are not indicated with quotations. It *definitely* will not gain good grades as you won't show your own work. Repeating your own work is a form of self-plagiarism. In both cases, action can be taken accordingly.

We will cover this again in class. However, if you have any questions or concerns about this please do let me know. If in doubt, it is always best to check first.

Evaluations

We will have an official evaluation near the completion of the course through UTEP. The university greatly appreciates your input and opinion on courses. From a personal perspective, I take your feedback seriously and will always try to incorporate it into the course where appropriate. We therefore greatly appreciate you taking the time to complete these evaluations.

IF I GET A 70% EVALUATION RESPONSE RATE, I WILL GIVE EXTRA CREDIT.

The Online Learning Community

Learning relies on the participation of all the people in the class to make it successful. You should

actively engage in the course and be courteous and thoughtful at all times. Before you begin the course, take a few minutes to review the [core rules of online communication](#). The key thing - be as respectful online as you would offline. Disagreement is healthy and natural, insults are not. Read each other's posts carefully, respond with mutual respect, and remember that we're a community learning together.

Other Important / Helpful Information

UTEP Course Drop Policy

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas. You should contact me as your advisor about this.

- a) Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- b) Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6 drop limit.
- c) If the course is dropped *after the "course drop date"* or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

Disability Statement

Individuals with disabilities have the right to equal access and opportunity. If you have a condition that may affect your ability to perform successfully in this course, it is your responsibility to contact [The Center for Accommodations and Support Services \(CASS\)](#) at (915)747-5148 (voice or TTY) or cass@utep.edu. CASS has a new portal for students and instructors that makes the whole system electronic – there's information in the link above. You are also encouraged to discuss this in confidence with me, preferably before classes begin.

Copyright & Fair Use

Much of the material that is posted within this course is protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Readings

Book chapters and journal articles are accessible electronically via the UTEP library web site, and many are available for free in PDF format online. Assigned readings that are not available through the library system will be shared by me prior to that week's module. Students are expected to have done a minimum of one of the required readings for each week, to have mastered the key concepts.

[Full Course Overview](#)

<p>Module 1</p> <p>From the Colony to the Republic: Early State Formation in Latin America from a Comparative Perspective</p>	<p>Dates & Deadlines</p> <p><i>Class</i> 08.28.23</p>
<p>Readings</p> <p><i>Required Readings</i></p> <p>Miguel Centeno, (2002) “Chapter 2: Making War” in <i>Blood and Debt: War and the Nation- State in Latin America</i> (University Park: Penn State University Press)</p> <p>Charles Tilly, (1985) “War Making and State Making as Organized Crime” in <i>Bringing the State Back In</i> edited by Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (Cambridge: Cambridge University Press)</p> <p><i>Recommended Readings</i></p> <p>Miguel Centeno, (2002) “Chapter 3: Making the State” in <i>Blood and Debt: War and the Nation-State in Latin America</i> (University Park: Penn State University Press)</p> <p>James Mahoney, (2010) “Warfare and Postcolonial Development,” in <i>Colonialism and Postcolonial Development: Spanish America in Comparative Perspective</i> (Cambridge: Cambridge University Press)</p> <p>Class Questions</p> <p>What are the aims of this course? What will we cover? What are the key expectations?</p> <p>What are your main perceptions on Latin America? What about U.S.-Latin American relations in general?</p> <p>How did state formation processes differ in Latin America compared to the United States’ own experience?</p> <p>What would you say the historic role of the United States in Latin America has been? Has it been a benevolent or malevolent influence?</p> <p>How have events in Latin America affected U.S. interests, strategy, and</p>	<p>Student Introduction 09.03.23 11.59pm</p> <p>Content Discussion 09.03.23 11.59pm</p>

policy both historically and presently?	
<p>Module 2</p> <p>Caudillos, Underdevelopment, and Gunboat Diplomacy: Belated State Consolidation in the Shadow of U.S. Hegemony</p>	<p><i>Class</i></p> <p>09.05.23</p>
<p><i>Readings</i></p> <p><i>Required Readings</i></p> <p>Max Paul Friedman, and Tom Long, (2015) “Soft Balancing in the Americas: Latin American Opposition to U.S. Intervention, 1898-1936”, <i>International Security</i>, Vol. 40, No. 1: 120 – 156.</p> <p>Doug Yarrington, (2003) “Cattle, Corruption, and Venezuelan State Formation during the Regime of Juan Vicente Gómez, 1908-35,” <i>Latin American Research Review</i>, Vol. 38, No. 2: 9–33.</p> <p><i>Recommended Readings</i></p> <p>Andrés Rivarola Puntigliano, (2021) “The geopolitics of the Catholic Church in Latin America,” <i>Territory, Politics, Governance</i>, Vol. 9, No. 3: 455-470.</p> <p>Luis Roniger, and Leonardo Senkman, (2019) “Fuel for Conspiracy: Suspected Imperialist Plots and the Chaco War,” <i>Journal of Politics in Latin America</i> Vol. 11, No. 1: 3–22.</p> <p>Cyrus Veesser, (2003) ‘Inventing Dollar Diplomacy: The Gilded-Age Origins of the Roosevelt Corollary to the Monroe Doctrine’, <i>Diplomatic History</i>, Vol. 27, No. 3: 301-326.</p> <p><i>Class Questions</i></p> <p>Why were <i>caudillos</i> so common in 19th and early 20th century Latin America? Were some countries more effective at avoiding these forms of political order than others? If so, why?</p> <p>What motivated the United States’ frequent interventionism in Latin America in the first decades of the 20th century? Do you think these interventions were helpful or harmful for the countries in question?</p> <p>Were U.S.-Latin American relations completely determined by the interests and dictates of the former? Or did Latin American states find unique ways to leverage their own interests vis-à-vis the North American hegemon?</p> <p><i>Content Piece Prompt(s)</i></p> <p>Assess why caudillos and personalist authoritarian rulers became the</p>	<p>Content Piece</p> <p>09.10.23 11.59pm</p>

<p>norm in Latin America over the 19th century and early 20th century</p> <p><i>Or</i></p> <p>Briefly analyze the evolution of U.S. foreign policy towards Latin America from the Monroe Doctrine to the Roosevelt Corollary to the Good Neighbor Policy</p> <p><i>Or</i></p> <p>Explain the main logic of ‘Dollar Diplomacy’</p> <p><i>Or</i></p> <p>Up to World War II was the U.S. a hegemonic power or did it possess an empire throughout the Americas?</p> <p><i>Or</i></p> <p>Briefly discuss a US intervention in the region between 1898 and 1941. What triggered it and what were the consequences?</p>	
<p>Module 3</p> <p>Revolutions, Coups, and Dictatorships: The Cold War in Latin America</p>	<p><i>Class</i></p> <p>09.11.23</p>
<p><i>Readings</i></p> <p><i>Required Readings</i></p> <p>J. Patrice McSherry, (2002) “Tracking the Origins of a State Terror Network: Operation Condor”, <i>Latin American Perspectives</i>, Vol. 29: 38-60.</p> <p>Timothy Wickham-Crowley, (1992) “Chapter 3: The Social and Political Origins of the Guerrilla Movements” in <i>Guerrillas and Revolution in Latin America: A Comparative Study of Insurgents and Regimes Since 1956</i>.</p> <p><i>Recommended Readings</i></p> <p>Federico Finchelstein (2014) “Chapter 6: State Terror,” in <i>The Ideological Origins of the Dirty War: Fascism, Populism, and Dictatorship in Twentieth Century Argentina</i> (Oxford: Oxford University Press).</p> <p>Jeff Goodwin, (1994) “Chapter 6: Not-So-Inevitable Revolutions: The Political Trajectory of Revolutionary Movements in Central America” in <i>No Other Way Out: States and Revolutionary Movements , 1945-1991</i> (Cambridge: Cambridge University Press)</p> <p>Paul C. Sondrol, (1991) “Totalitarian and Authoritarian Dictators: A Comparison of Fidel Castro and Alfredo Stroessner,” <i>Journal of Latin American Studies</i>, Vol. 23, No. 3: 599– 620.</p> <p>Kirsten Weld, (2014) “Chapter 4: Building Counterinsurgency Archives,” in <i>Paper Cadavers</i> (Durham: Duke University Press)</p>	<p>Content Discussion</p> <p>09.17.23</p> <p>11.59pm</p>

<p>Class Questions</p> <p>What event would you pinpoint as representing the beginning of the Cold War in Latin America? Explain.</p> <p>Why were some revolutionary movements more successful than others in the region during the Cold War?</p> <p>Was internal agency (e.g. the role of the military/domestic elites) more influential than external agency (e.g. the role of the U.S/USSR) in shaping political outcomes in Latin America?</p> <p>Were the United States' policies in Latin America during the Cold War based on rational self-interest? Or were these driven more by particular interest groups and/or strategic miscalculations about the threats posed by leftist political movements?</p> <p>What, if anything, did leftwing and rightwing dictatorships have in common during this period?</p> <p>In what way does the legacy of the Cold War affect current U.S.-Latin American relations?</p>	
<p>Module 4</p> <p>The Third Wave: The Democratization of Latin America</p>	<p>Class</p> <p>09.18.23</p>
<p>Readings</p> <p><i>Required Readings</i></p> <p>Kurt Weyland, (2004) "Neoliberalism and Democracy in Latin America: A Mixed Record," <i>Latin American Politics and Society</i>, Vol. 46: 135-157.</p> <p>Elisabeth Jean Wood, (2001) "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador," <i>Comparative Political Studies</i>, Vol. 34, No. 8: 862-888.</p> <p><i>Recommended Readings</i></p> <p>Ana María Bejarano, (2006) "Stuck in the 'Gray Zone': States, Societies, and Democracy in the Andes – A Review Essay," <i>Canadian Journal of Latin American and Caribbean Studies</i>, Vol. 31, No. 62: 259–274.</p> <p>Beatriz Magaloni, (2005). "The Demise of Mexico's One-Party Dominant Regime: Elite Choices and the Masses in the Establishment of Democracy," in <i>The Third Wave of Democratization in Latin America: Advances and Setbacks</i> edited by Francis Hagopian and Scott Mainwaring (Cambridge: Cambridge University Press)</p>	<p>Content Piece</p> <p>09.24.23 11.59pm</p>

<p>Scott Mainwaring, (1988) “Political Parties and Democratization in Brazil and the Southern Cone,” <i>Comparative Politics</i>, Vol. 21, No. 1: 91-120.</p> <p><i>Class Questions</i></p> <p>What factors would you attribute towards the “Third Wave of Democratization” in Latin America? What was similar/different about this phenomenon compared to other regions of the world during this period?</p> <p>Why were some countries slower to democratize than others? What were the main challenges/obstacles towards these political transitions?</p> <p>Was there a relationship between economic performance and political regime type? Did this encourage or impede a democratic transition in your opinion?</p> <p>Was neoliberalism beneficial or detrimental towards Latin American countries during this period? Was there a relationship between regime type and these economic reforms?</p> <p>How would you describe the role of the United States in the region during this period? Was this a positive or negative relationship?</p> <p><i>Content Piece Prompt(s)</i></p> <p>Briefly discuss democratization in a Latin American country of your choice and assess what internal and external forces brought about this political transition</p> <p><i>Or</i></p> <p>Did the end of the Cold War signal the end of U.S. hegemony in the Americas?</p> <p><i>Or</i></p> <p>Discuss continuity and change with regards to U.S. regional strategic interests during the Cold War and after</p> <p><i>Or</i></p> <p>What is the Washington Consensus? Does it remain important to the U.S. and to countries in the region?</p>	
<p>Module 5</p> <p>Drugs, Thugs, and Diplomats: The War on Drugs in Latin America</p>	<p><i>Class</i> 09.25.23</p>
<p><i>Readings</i></p> <p><i>Required Readings</i></p> <p>Ioan Grillo, (2013) “Mexican Cartels: A Century of Defying U.S. Drug Policy,” <i>The Brown Journal of World Affairs</i>, Vol. 20, No. 1: 253–265.</p>	<p>Final Assignment Plan 10.01.23 11.59pm</p>

<p>Richard Snyder, and Angelica Duran-Martínez, (2009) “Does Illegality Breed Violence? Drug Trafficking and State-Sponsored Protection Rackets”, <i>Crime, Law, and Social Change</i>, Vol. 52, No. 3: 253-273.</p> <p><i>Recommended Readings</i></p> <p>Angelica Duran-Martínez, (2015) “To Kill and Tell? State Power, Criminal Competition, and Drug Violence?”, <i>Journal of Conflict Resolution</i>, Vol. 59, No. 8: 1377-1402.</p> <p>Paul Gootenberg, (2012) “Cocaine's Long March North, 1900–2010,” <i>Latin American Politics and Society</i>, Vol. 54, No. 1: 159-180.</p> <p>Vanda Felbab-Brown, ‘A State Building Approach to the Drug Trade Problem’</p> <p>Isacson, Adam ‘Colombia: Don’t Call it a Model’</p> <p><i>Class Questions</i></p> <p>What factors can explain why the illicit drug trade has flourished in Latin America? Would you say this is a recent phenomenon or one that has existed for a long time?</p> <p>Why have some countries been more adversely affected by the production, exportation, and commercialization of illegal narcotics than others?</p> <p>What actors have spearheaded the regional and global prohibitory regime against the production, trafficking, and consumption of these substances?</p> <p>What has been the effect of the ‘War on Drugs’ in Latin America? Would you say it has been successful or not? Is this ‘war’ actually winnable in the short or long term?</p>	<p>Content Discussion 10.01.23 11.59pm</p>
<p>Module 6</p> <p>Transnational Security Challenges in Contemporary Latin America</p>	<p><i>Class</i> 10.02.23</p>
<p><i>Readings</i></p> <p><i>Required Readings</i></p> <p>Charles Larratt-Smith, and Daniel Leon, (2022) “Controlling Voice and Loyalty: The Regulation of Exit in Latin America”, <i>International Migration</i>, 00, 1–14.</p>	<p>Content Piece 10.08.23 11.59pm</p> <p><i>Final Course Evaluation:</i> <i>Please complete</i></p>

<p>Orlando Pérez, (2013) “Gang Violence and Insecurity in Contemporary Central America”, <i>Bulletin of Latin American Research</i>, Vol. 32, No. 1: 217-234.</p> <p><i>Recommended Readings</i></p> <p>Josiah Heyman, (2011) ‘Guns, Drugs, and Money: Tackling the Real Threats to Border Security’ <i>Immigration Policy Center</i></p> <p>Danielle Renwick, ‘Central America’s Violent Northern Triangle’ Links to other resources within this</p> <p>Vanda Felbab-Brown, ‘Crime, Low-Intensity Conflict and the Future of War in the Twenty-First Century’</p> <p>Douglas Farah, ‘Transnational Organized Crime, Terrorism, and Criminalized States in Latin America: An Emerging Tier-One National Security Priority’</p> <p><i>Class Questions</i></p> <p>What factors have led to the proliferation of transnational organized crime in Latin America?</p> <p>Why has transnational migration from the region increased in recent years? Are the same factors that have led to the proliferation of transnational organized crime responsible as well for this growth in migrants, refugees, and asylum seekers coming from Latin America?</p> <p>How have U.S policies interacted with these phenomena? Have they been effective or counterproductive in your opinion?</p> <p><i>Content Piece Prompts</i></p> <p>Why have efforts to combat transnational organized crime in Latin America largely failed for the most part?</p> <p><i>Or</i></p> <p>Have past and present U.S. policies towards countries in the region given rise to increased instability and outgoing migration?</p> <p><i>Or</i></p> <p>Can regional security threats be met through border security approaches?</p>	<p><i>the evaluation survey provided by UTEP – extra credit at stake!</i></p>
<p>Module 7</p> <p>The Geopolitics of Latin America in the 21st Century</p>	<p><i>Class</i></p> <p>10.09.23</p>
<p><i>Readings</i></p> <p><i>Required Readings</i></p>	<p>Final Assignment:</p>

<p>Rhys Jenkins, (2012) “Latin America and China—a New Dependency?” <i>Third World Quarterly</i>, Vol. 33, No. 7: 1337-1358.</p> <p>Steven Levitsky and Maria Victoria Murillo, (2013) “Building Institutions on Weak Foundations,” <i>Journal of Democracy</i>, Vol. 24, No. 2: 93-107.</p> <p><i>Recommended Readings</i></p> <p>R. Evan Ellis, ‘Strategic Insights: The Strategic Relevance of Latin America for the United States’</p> <p>Michael Sinclair, ‘Under Biden, the United States should be there for its neighbors in the Western Hemisphere’ <i>Brookings</i> (November 24th, 2020)</p> <p>Adam Isacson, ‘Great Power Competition comes for Latin America’ <i>War on the Rocks</i> (February 24th, 2022)</p> <p><i>Class Questions</i></p> <p>Is there a new Cold War? If so, how has this affected U.S.-Latin American relations?</p> <p>Is democracy under threat in Latin America? If so, what factors have led to this dynamic?</p> <p>Has the United States’ history in the region made it more difficult for it to maintain hegemony and prevent Latin American countries from or strengthening relations with key geopolitical rivals such as China and Russia?</p>	<p>10.15.23 11.59pm</p> <p>Content Discussion 10.15.23 11.59pm</p> <p>Final Course Evaluation:</p> <p><i>Please complete the evaluation survey provided by UTEP – extra credit at stake!</i></p>
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