

GOV 337E/LAS 337P – **in-person course**
Unique 38595/40000
MWF 11-12 pm, WCP 1.402

Kurt Weyland
BAT 4.126
512-232-7253

INTERNATIONAL POLITICS OF LATIN AMERICA

How do the strong treat the weak, and how do the weak deal with the strong? Has the powerful, “advanced” U.S. treated its Latin American neighbors fairly and generously, or has U.S. influence had problematic motivations and deleterious outcomes? Have the “developing countries” of Latin America been more the beneficiaries of international assistance and support or the victims of political domination and economic exploitation by advanced industrialized countries, especially the U.S.? What are the opportunities and constraints that the international political and economic system creates for Latin American countries, and how do these countries try to enhance their political autonomy and economic development? How have these opportunities and constraints changed after the end of the Cold War, and how has the rise of a number of “new” issues—such as human rights, immigration, drugs, and environmental protection—affected U.S. - Latin American relations over the course of the last few decades?

The course addresses these questions through a wide-ranging overview of the international politics of Latin America. We will focus on the role of the most important external actor in the region, namely the United States: Why has the U.S. intervened so frequently and forcefully in Latin American countries? Are these interventions justified? Have they attained their goals? Have they helped Latin American nations or hindered their development? For two weeks, the course will also analyze economic issues (in a non-“technical” fashion), especially the activities of transnational corporations and the efforts at regional integration. In the last few weeks, we will explore the gamut of novel issues that both Latin America and the U.S. have had to deal with in recent years, such as the drug traffic, international migration, and environmental problems. What new opportunities and challenges do these complicated issues create for both sides?

The books for this course are available for purchase in the Co-op store:

- Michael Grow, *U.S. Presidents and Latin American Interventions*. Lawrence: University Press of Kansas, 2008 / paperback edition 2012.
- Robert A. Pastor, *Exiting the Whirlpool*. Boulder, CO: Westview, 2001. [pls make sure that you buy this revised edition!]
- Russell Crandall, *The United States and Latin America after the Cold War*. Cambridge: Cambridge University Press, 2008.

The book by Grow is also available electronically via Hathi Trust through the UT library catalog, and the book by Pastor is available there in an on-line version. Because we read large parts of these books, I recommend purchase, however, so you can underline, mark up, etc.

In addition to these books, we will read numerous book chapters and journal articles, all of which are available (only) electronically on Canvas, under “**Modules**.” Like the books, these many readings are required for this course; please make sure you have convenient access to the materials on Canvas (I recommend that you print them for your own usage – so you can underline, etc.).

The readings complement, but cannot substitute for the lectures and class discussions – and vice versa. It is **essential** that you both do the readings carefully (before the week for which they are assigned) *and* attend the lectures and participate in class discussion. Three exams will measure your progress. You will also address questions handed out by the instructor in an interpretive essay of 6-7 double-spaced pages for which no additional research is expected. Specific guidelines for these requirements will be explained in class. Keep in mind that I want to assess your depth of **understanding** and your **knowledge** of the issues discussed in the readings and in class. The exams and the paper each count 25% towards the final grade.

UT's Undergraduate Writing Center has a number of very useful handouts on different aspects of writing and exam taking: Pls. consult <http://www.uwc.utexas.edu/handouts> .

Please note: Grading is on a 100-point scale (100-93.01=A; 93-90.01=A-; 90-87.01=B+; 87-83.01=B; etc... 60-0=F). Failure to take an exam or to hand in the paper within three (3) days of the due date (without an immediately announced excuse attesting to covid symptoms or another serious, well-documented problem) will automatically result in 0 points -- whereas even an “unsuccessful” exam and paper usually wins some points.

Attendance in class is mandatory.

UT's honor code governs all work in this course. For example, quotes in papers have to be marked clearly by “...” and credited properly; paraphrased arguments need to be credited as well; etc. Students are encouraged to discuss the issues analyzed in this course among each other and to study together before exams, but are not allowed to cooperate with anybody or to receive any kind of outside help when taking exams and when outlining and writing the paper. Please re-read the honor code carefully and ask the TA or me in case of any doubt. Violations, which are not that difficult to detect, will be sanctioned rigorously...

NOTE: **No laptop usage in class**, for pedagogical reasons.

Students with disabilities may request appropriate academic accommodations from UT's Services for Students with Disabilities, 471-6259, www.utexas.edu/diversity/ddce/ssd/. I will follow all rules established by SSD (eg 5 business days prior notice for accommodations) strictly.

My office hours will be in 4.126 BAT on Monday and Wednesday, 2:00 – 3:30 pm; and Wed. 9:30 – 10:30 am. I will be happy to talk to you about any aspect related to the course; your studies at UT in general; or your plans for the future. If you want to talk in person, pls. call (512) 497-1032 upon arrival and I will meet you inside or outside Batts Hall. You can also email me kweyland@austin.utexas.edu your questions or make an appointment to talk via Zoom.

Special Covid Rules, Spring 2021 (mandated by the UT administration)

Safety and Class Participation/Masks: We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow these important rules.

- **Every student must wear a cloth face-covering properly in class and in all campus buildings at all times.**
- **Students are encouraged to participate in documented daily symptom screening.** This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.
- Information regarding [safety protocols with and without symptoms](#) can be [found here](#).

If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Guidance on public access to class recordings can be found [here](#).

Possibility of Future Syllabus Adjustments: Due to covid-related challenges and possible emergencies, this syllabus may need to be changed during the semester. I will keep these changes to the necessary minimum.

Schedule

I. U.S. INTERVENTION IN LATIN AMERICA: ASSISTANCE OR DOMINATION?

Theoretical Perspectives

Friday - Friday, January 22 – 29:

Abraham Lowenthal, 'Liberal', 'Radical,' and 'Bureaucratic' Perspectives on U.S. Latin American Policy (on Canvas – under “Modules”)

Samuel P. Huntington, American Ideals versus American Institutions (on Canvas – under “Modules”)

Sergio Bitar, Economics and Security (Canvas)

Joseph S. Nye and Robert O. Keohane, Transnational Relations and World Politics (Canvas)

The History of U.S. Interventionism:

Friday, January 29:

Federico Gil, Latin American – United States Relations, chap. 4: The Interventionist Era, 1904-1933 (Canvas)

The U.S. in Mexico, Bolivia, and Guatemala

Monday - Friday, February 1 - February 5:

Cole Blasier, Mexico & Bolivia: Reconciliation, chap. from The Hovering Giant (Canvas)

Michael Grow, *U.S. Presidents and Latin American Interventions*, pp. ix-xiv, 1-27.

Wednesday, February 10: First exam

The U.S. in Cuba, the Dominican Republic, and Chile

Monday - Monday, February 8 - 15:

Grow, *U.S. Presidents*, pp. 28-56, 75-113.

Jack Devine, What Really Happened in Chile (Canvas)

Peter Kornbluh, Showdown in Santiago (Canvas)

U.S. Foreign Policy after "Vietnam": Carter, Reagan, and Bush (Sr.)

Wednesday - Monday, February 17-22:

Robert A. Pastor, *Exiting the Whirlpool*, pp. 17-107.

Whirlpools? The U.S. in Grenada and Central America

Wednesday - Friday, February 24-26:

Robert A. Pastor, *Exiting the Whirlpool*, pp. 177-199, 257-270.

Grow, *U.S. Presidents*, pp. 114-158.

More Whirlpools? The U.S. in Panama, Cuba, and Haiti

Monday - Friday, March 1 - 5:

Grow, *U.S. Presidents*, pp. 159-194.

Pastor, *Exiting the Whirlpool*, pp. 243-255.

Crandall, *United States and Latin America*, pp. 162-212.

Wednesday, March 10: Second Exam

U.S. Foreign Policy after the Cold War

Monday - Friday, March 8 – 12:

Crandall, *United States and Latin America*, pp. 1-53.

Pastor, *Exiting the Whirlpool*, pp. 109-134.

II. THE QUESTION OF EXTERNAL ECONOMIC DEPENDENCY

“Dependency:” Concept and Theories

Monday - Friday, March 22 – 26:

Osvaldo Sunkel, Big Business and 'Dependencia' (Canvas)

Manuel Castells and Roberto Laserna, The New Dependency (Canvas)

Gary Gereffi, Rethinking Development Theory (Canvas)

[Note: pp. 26-42 are background; pp. 43-51 are most important: pls concentrate on those!]

Questions for the interpretive essay will be distributed on Wednesday, March 24, in class.

Regional Economic Integration: NAFTA, FTAA & ALBA

Monday-Friday, March 29 – April 2:

[not to worry! mostly short pieces]

Pastor, *Exiting the Whirlpool*, pp. 270-279.

Crandall, *United States and Latin America*, pp. 54-69.

Carla Hills, NAFTA's Economic Upsides (Canvas)

Jorge Castañeda, NAFTA's Mixed Record (Canvas)

Ximena de la Barra & RA Dello Buono, From ALBA to CELAC (Canvas)

Ana Covarrubias, Latin American Integration (Canvas: pp. 123-138 in this book only!)

Interpretive essay is due on Wednesday, April 7, in class

III. CURRENT ISSUES IN U.S. - LATIN AMERICAN RELATIONS

The Promotion of Democracy

Monday - Monday, April 5 – 12:

Howard J. Wiarda, Can Democracy Be Exported? (Canvas)

Betsy Smith, Killing Democracy Softly (Canvas) [No need to read "Case Studies," pp. 226-228, nor appendix!]

Crandall, *United States and Latin America*, pp. 119-134.

J. Mark Ruhl, Honduras Unravels (Canvas).

Rodolfo Pastor Fasquelle, The 2009 Coup ... in Honduras (Canvas).

Juan Carlos Hidalgo, It Wasn't a 'Coups' (Canvas).

Human Rights

Wednesday - Friday, April 14 – 16:

Francesca Lessa, Tricia Olsen, et al., Overcoming Impunity: Pathways to Accountability in Latin America (Canvas)

Naomi Roht-Arriaza, Universal Jurisdiction: Steps Forward, Steps Back (Canvas)

Immigration

Monday-Wednesday, April 19 – 21:

Raúl Delgado Wise, Migration and Imperialism: The Mexican Workforce in the Context of NAFTA (Canvas)

Donald Kerwin & Robert Warren, National Interests and Common Ground in the US Immigration Debate (Canvas)

The Drug Traffic

Friday, April 23:

Peter Smith, Drug Trafficking, Drug Wars (Canvas)

Environmental Problems and Indigenous Issues

Monday-Wednesday, April 26 – 28:

Maristella Svampa, Commodities Consensus: Neoextractivism (Canvas)

Beth Conklin and Laura Graham, The Shifting Middle Ground: Amazonian Indians and Eco-Politics (Canvas)

New Regional Powers? Brazil and Mexico

Friday-Monday, April 30 – May 3:

Crandall, *United States and Latin America*, pp. 145-161, 213-243.

Peter Hakim, Two Ways to Go Global (Canvas)

The Future of Latin America's International Relations

Wednesday, May 5:

Andrés Malamud, Latin America and the World (Canvas: pp. 103-118 in this book only!).

Friday, May 7: Third Exam

NO FINAL EXAM

If any student is approved for a make-up exam, it will be held on the day & time our final exam would be scheduled by the university administration, i.e., Thursday May 13, 2:00 – 5:00 pm (no exceptions). [NOTE: Inconvenient. Best to take tests when scheduled, w/ rest of class].

STUDY QUESTIONS – TO GUIDE YOUR READING & OUR CLASS DISCUSSIONS

Theoretical Perspectives

- 1) What are the main differences and similarities among the approaches discussed by Lowenthal? What are the analytical advantages and problems of these different approaches? Which approach do you consider most valid? Why?
- 2) What are the two different viewpoints that Huntington tries to synthesize? What are the main characteristics of these theories, and what are their similarities and differences? In your view, how convincing is Huntington's synthesis?
- 3) What theoretical viewpoint(s) underlie(s) Bitar's analysis? How does it compare to Huntington's discussion? In your view, how persuasive is Bitar's article?
- 4) Which of the other approaches is Nye and Keohane's basic argument closest to? How persuasive is their criticism of state-centric views? Have governments ceased to dominate international relations? Is the complexity that Nye & Keohane stress enlightening or confusing?
- 5) How would you systematically compare and classify the theoretical viewpoints expressed in the readings? Along what dimensions do these theories differ, along what dimensions are some of them similar?
- 6) How do our authors assess the legitimacy and success of U.S. efforts to influence and intervene in less powerful and less developed countries? What is your own viewpoint on this issue?

The History of U.S. Interventionism & the U.S. in Mexico, Bolivia, and Guatemala

- 1) Why did the U.S. in the early 20th century intervene so often in circum-Caribbean countries? What were the main motivations and the main goals of U.S. interventions? Did the U.S. reach these goals? Why or why not?
- 2) In your view, what was the most important reason for U.S. hostility towards reformist and revolutionary governments in Mexico, Bolivia, and Guatemala – business interests, concerns of national security, or some (what?) other factor?
- 3) In your view, why did the U.S. seek and achieve reconciliation with the leaders of the Mexican Revolution, despite the challenges that the Constitution of 1917 and the oil nationalization of 1938 posed to U.S. interests? What does this reconciliation imply for the relative importance of economic vs. political-strategic interests in U.S. foreign policy?
- 4) Why did the U.S. pay attention to Bolivia, a poor, “weak,” & far-away country? And why did the U.S. seek and achieve reconciliation with the Bolivian revolutionaries?
- 5) Why did the U.S. treat Guatemala's revolutionaries in a much more hostile fashion than their Mexican and Bolivian counterparts? Specifically, what role did business interests--especially the United Fruit Co.--play, in your view? And political-strategic concerns?
- 6) In your view, was U.S. support for the overthrow of Arbenz justified? Why or why not?
- 7) In your view, how apt was the U.S. reaction to the reformist and revolutionary movements of Mexico, Bolivia, and Guatemala? Did the U.S. pursue its interests and goals in a reasonable and effective way? In what cases was U.S. foreign policy most successful? How should the U.S. have (re-)acted?

The U.S. in Cuba, the Dominican Republic, and Chile

- 1) In your view, did the U.S. drive Cuba into the arms of the Soviets, or was the emergence of deep conflict between Castro and the U.S. inevitable?
- 2) In what ways did both the U.S. and Castro learn from the Guatemalan experience? How did this learning affect actions and outcomes?
- 3) To what extent (if at all) did U.S. ideals shape—i.e., drive or restrain—U.S. policies towards Guatemala and Cuba?
- 4) How would you evaluate U.S. actions towards revolutionary Cuba? How well did they serve U.S. interests? What policies would you have advocated?
- 5) In your view, did the U.S. face a real, serious threat to its interests and principles in the Dominican Republic? Why did the U.S. – unusually after the 1930s! – use its own military forces to spearhead this intervention?
- 6) In terms of international law, was the U.S. justified in intervening in the Dominican Republic? Why or why not?
- 7) In your view, what was the main reason for U.S. hostility towards the Allende government in Chile? In particular, what role did business interests and national security interests play?
- 8) In your view, to what extent was the U.S. responsible for the overthrow of the Allende government? That is, how much impact did U.S. actions have on this outcome?
- 9) Related: Do you find Devine or Kornbluh's analysis of the Chilean case more persuasive? Why?

U.S. Foreign Policy after "Vietnam:" Carter, Reagan, and Bush Sr.

- 1) How does the U.S. get itself into "whirlpools" in Latin America? What are the underlying problems of U.S. foreign policy towards the region that cause such trouble?
- 2) Why did President Carter initially embrace human rights as a major goal for his foreign policy, yet then change emphasis & pay more attention to national security later on?
- 3) How successful was Carter's human rights policy, in your view? Should the U.S. adopt such an "idealistic" foreign policy? Why or why not?
- 4) How would you evaluate President Reagan's emphasis on the Communist threat in the Caribbean Basin, and how apt and successful were his efforts to combat this threat?
- 5) In what ways did President Bush shift the emphasis of U.S. foreign policy towards Latin America, and how successful were his policies?
- 6) What were the main motives and goals of President Bush's Latin America policy?
- 7) What are the underlying assumptions (about politics, conflict vs. consensus, etc.) that inform Pastor's account? Which one of our theoretical approaches is Pastor closest to? Do you find Pastor's theoretical account persuasive? Why or why not?

The U.S. in Grenada and Central America

- 1) Which one of the cases that we analyzed earlier is Pastor's analysis of the U.S. response to the "revolution" in Grenada closest to? What is the theoretical approach that Pastor draws on? How convincing do you find his analysis?
- 2) What were the Reagan administration's motivations and goals—both in the domestic and international arena—in sending U.S. troops to Grenada? In the eyes of the American

public, did this successful invasion re-legitimate the use of military force by the U.S.? Why or why not?

- 3) Did the U.S. "lose" Nicaragua in the late 1970's and early 1980's, or was hostility between the Sandinistas and the U.S. government largely inevitable?
- 4) Why did the Sandinistas in Nicaragua never become as antagonistic towards the U.S. and as closely aligned with the USSR as Castro did in Cuba?
- 5) Why did President Reagan never launch a U.S. military expedition against the Sandinistas?
- 6) To what extent did the mediation efforts of Latin American and European governments, to what extent did strong U.S. pressure (including the *contras*) contribute to the pacification of Central America?
- 7) In your view, under what conditions (if any) should the U.S. use military force to advance its interests and principles? What does your answer imply for the status of the U.S. as a super-power?

The U.S. in Panama, Cuba, and Haiti

- 1) Why did the U.S. invade Panama? To what extent did international vs. domestic or even personal considerations (e.g., President Bush's "wimp factor") shape this decision?
- 2) In your view, was the Panama intervention justified? Why or why not?
- 3) Communism has been greatly weakened on the global scene; for many years now, it has not constituted a realistic threat for the U.S. in the Western hemisphere. Why, then, has U.S. hostility toward Cuba persisted nevertheless?
- 4) In your view, has the U.S. economic embargo against Cuba served its purpose, or—as critics charge—has it actually had a counterproductive effect by allowing the Cuban regime to strengthen its political position by whipping up nationalism and blaming the U.S. for Cuba's longstanding economic difficulties?
- 5) In your view, should the U.S. try to improve relations with Communist Cuba? Why or why not? How would the U.S. best treat Cuba? For instance, how hard should the U.S. press Cuba to enact domestic political liberalization?
- 6) Do you believe that President Biden can successfully resume the effort at “normalizing” U.S. – Cuban relations that President Obama began and that President Trump put on hold? Will hostility finally be overcome? Why or why not?
- 7) To what extent can “traditional” motives of U.S. interventions in Latin America, especially business and security interests, account for U.S. relations with Haiti? What new factors and motives have come into play, and which one among them do you regard as most important?
- 8) In the eyes of some observers, Haiti has long teetered on the brink of “state failure.” What (if anything) can and should the U.S. and the international community do about that?

U.S. Foreign Policy after the Cold War

- 1) According to Crandall, what role – and how much of a role – have traditional motives of U.S. foreign policy toward Latin America played after the Cold War?

- 2) Have new goals – and if so, what new goals – come to replace or to complement these traditional motives?
- 3) After the end of the Cold War, has the U.S. managed to design and pursue a coherent foreign policy toward Latin America? If so, what are its main goals and guiding principles? If not, would such a coherent policy be desirable and feasible? Why or why not?
- 4) In your view, how important are the tensions stressed in Pastor's "psychological" analysis of U.S. - Latin American relations?
- 5) In your view, how reasonable and promising is Pastor's proposal to redefine sovereignty, especially through collective initiatives and multilateral mediation? What are the underlying theoretical assumptions? Would this proposal permit the U.S. to advance its legitimate interests, yet simultaneously respect & further Latin American needs, goals, and sensibilities?

External Dependency and the Role of Transnational Corporations

- 1) How would you summarize and depict the basic argument of dependency theory, as explained by Sunkel?
- 2) What do you think about Sunkel's claim that the industrialized countries (including prominently the USA) have held considerable responsibility for the underdevelopment of the "Global South" and that we have prospered at the expense of the Global South?
- 3) What are the main characteristics of the "new dependency" examined by Castells and Laserna? What are the main similarities and what are the principal differences between Sunkel's version of dependency and this new dependency? Does the new version open up more opportunities for Latin American countries to enhance their development? Why or why not?
- 4) What elements of dependency theory does Gereffi (1994) retain, and where does he diverge from this approach?
- 5) If Gereffi is correct, what are the effective development chances of Latin American countries? To what extent does the international economic system bolster or hinder their development?
- 6) What factors do dependency theory and its sequels elucidate well? What factors do they neglect?
- 7) In your view, do the activities of transnational corporations (TNCs) create more benefits or disadvantages for the Global South? Why?
- 8) What could LA countries do to enhance the contributions that external economic linkages and TNCs make to their development? How difficult would it be to enact these changes?

Regional Economic Integration: FTAA, NAFTA, & ALBA

- 1) What is the main reason that the numerous moves towards regional integration in the Americas have had only limited success?
- 2) For what specific reasons did the U.S. initiative of a FTAA (free-trade area for the whole hemisphere!) not advance? What role did factors on the U.S. side and on the Latin American side play?
- 3) In your view, how promising or problematic is economic integration among countries that are at such different, unequal levels of development as the U.S. and Latin America?

- 4) Has NAFTA addressed this inequality problem properly and successfully? And on balance, has NAFTA brought more benefits or more problems for Mexico?
- 5) Why is it so difficult to assess and measure the economic and social effects of NAFTA, both on Mexico and the U.S.?
- 6) Which theoretical approach does the essay by Carla Hills embody? Elements of which other approach does Castañeda consider as well? Which essay is more persuasive, in your view?
- 7) What are the main goals of ALBA (and CELAC)? How do they differ from the goals of NAFTA and the FTAA?
- 8) In your view, can ALBA achieve the goals that its member countries, especially Venezuela in the times of Hugo Chávez, set? Has ALBA made a significant difference in international relations in the Western hemisphere? Why or why not?
- 9) Some Latin American integration schemes have included the U.S., others not. In your view, which type is more beneficial for Latin America? Why? And which type is more likely to attain a lasting impact? Why?

The Promotion of Democracy

- 1) What are the assumptions underlying Wiarda's criticism of U.S. efforts to promote democracy in Latin America? Do you agree? Why or why not?
- 2) In your view, how effective is the OAS in its efforts to protect & promote democracy in Latin America? What types of threats can it combat, what types of challenges has it difficulty dealing with? Overall, how successful has this international organization been?
- 3) What role did the protection of democracy play in U.S. relations with Hugo Chávez in Venezuela, espec. under Pres. G. W. Bush? How does B. Smith's article speak to this issue?
- 4) In your view, did Pres. Zelaya's ouster in Honduras constitute a coup, i.e., an illegitimate destruction or interruption of democracy? Why or why not?
- 5) In your view, which side holds more of the blame for the Honduran crisis of 2009? Why?
- 6) In your view, did the U.S. government respond properly to the Honduran crisis? Why or why not? What should the U.S. have done?
- 7) In your own view, should the U.S. seek to promote democracy in Latin America? Why or why not?
- 8) Assuming the U.S. chooses to promote democracy in Latin America, what are the most promising means for promoting democracy in Latin America? In particular, what role should "coercion" play (e.g., sanctions, use of force)?

Human Rights

- 1) According to Lessa, Olsen, et al., what are the key factors that maintain amnesty laws or allow for trials of human rights violators? What role can actors based in the U.S. play?
- 2) Which one of the factors discussed by Lessa, Olsen, et al. seems to be most important for explaining the striking differences among Latin American countries?
- 3) Do you regard the maintenance or the derogation of amnesty laws as better for Latin American countries and their often challenged, precarious democracies? Why?

- 4) According to Roht-Arriaza, can the transnational prosecution of human rights violators be a viable alternative to domestic courts, whose hands are frequently tied by amnesty laws, etc? Why or why not?
- 5) In terms of [central factors highlighted by] our theoretical approaches, how do you interpret the increasing difficulties facing the transnational prosecution of human rights violators?
- 6) In your view, should a former dictator like Chile's Augusto Pinochet be prosecuted outside his own country or should that country have the sovereign right to make the decision whether to prosecute him, or not? Why?

Immigration

- 1) In your view, why has immigration turned into such a controversial issue in U.S. politics and U.S. - Latin American relations? What changes in immigration, and what changes in the recipient country (i.e., the U.S.) have contributed to this?
- 2) According to Delgado Wise, how has economic integration between Mexico and the U.S. affected migration?
- 3) Which theoretical approach does Delgado Wise embrace? How convincing do you find his analysis?
- 4) In your view, do Kerwin and Warren correctly identify the main "national interests" of the U.S. that should guide immigration policy and reform?
- 5) According to Kerwin and Warren, what are the three main aspects of immigration reform – the three main issues that need to be fixed? In your view, are they easier to fix separately, or together as a package? Why?
- 6) What are the principal obstacles that hinder immigration reform in the U.S.? What roles do the distribution of political interests and the set-up of U.S. institutions play?
- 7) Do you see a chance for negotiation and compromise – what most observers regards as the only way to move immigration reform forward in the U.S.? Or do you think that division and polarization are too deep? Why?
- 8) In your own view, how restrictive or open, i.e., "receptive," *should* U.S. immigration policies be? How could and should the needs and interests of (potential) migrants and of the recipient country U.S. be balanced in a fair and viable, politically sustainable way? Why?

Drugs, the Environment, and Indigenous Issues

- 1) According to Peter Smith, what are the main features of the U.S. approach to combating the drug problem? What are the theoretical assumptions underlying this approach?
- 2) Among the downsides and problems of the U.S. approach raised by P. Smith, which one(s) do you regard as most important? Why?
- 3) Do you regard alternative approaches to the drug issue, such as the "legalization" discussed by Smith, as promising? Why or why not?
- 4) What, exactly, is "neoextractivism"? Can you translate this jargon term into regular English? ☺ And how is "neoextractivism" related to neoliberalism, progressivism, and "dependency" in Latin America?
- 5) What is the alternative approach advocated by Svampa, exactly? What is the likelihood that this approach will be adopted in Latin America? Why?

- 6) What are the main benefits that indigenous groups have received from transnational attention & international support, and what are the main limitations and problems?
- 7) In your own view, should transnational actors engage with indigenous groups (& promote environmental issues), or do you prefer national autonomy and sovereignty? Why? To the extent that the international community does get involved, what forms would this involvement best take?
- 8) In your view, do nationalist critics of transnational activism and of indigenous mobilization “have a point”? Why or why not? How could and should their concerns be addressed?

U.S. Relations with Brazil and Mexico

- 1) Overall, has the move to greater integration with the U.S. during the last two decades done more to benefit Mexico or to restrict its development prospects? Why?
- 2) What do you see as the single most significant problem or issue in U.S. – Mexico relations? Do important actors in both countries agree on what this priority issue is?
- 3) Given the tremendous asymmetry in power, development levels, etc. between the U.S. and Mexico, what would a fair partnership between the two countries look like?
- 4) In your view, has Brazil traced a better “way to go global” than Mexico? Why or why not? Also, does Mexico have any choice or is it condemned by geography to close integration with the U.S.?
- 5) Given its ambition to acquire more power and a higher status in global politics, do you see Brazil as an emerging rival to the U.S. or do you think the opportunities for cooperation are more important?
- 6) What are the main obstacles that Brazil’s international ambitions face? How likely is it that the country can overcome these obstacles?
- 7) Specifically, what do you regard as the main issues in U.S. relations with Brazil? How serious are the disagreements, how much opportunity for cooperation exists?
- 8) What do you see as the main guidelines of Brazilian foreign policy toward the rest of Latin America, especially South America? Which theoretical approach can best explain Brazil’s foreign policy approach?

The Future of Latin America’s International Relations

- 1) In your view, what are – and what should be – the U.S.’s main goals in its relations with Latin America? Considering the U.S.’s other priorities on the global arena, how important is Latin America for the U.S., really?
- 2) In your view, do China’s increasing activities in Latin America pose more opportunities or more problems & potential threats for the U.S.? And for Latin America? Why?
- 3) How do China’s rapidly growing economic activities in Latin America speak to the concerns raised by Svampa’s analysis of “neoeextractivism”?
- 4) In your view, does the global multipolarity emphasized by Malamud offer more opportunities for Latin America, or does the region risk neglect and unimportance in this increasingly complex international system?
- 5) In your view, would renewed efforts at regional integration be promising for Latin America, or does global multipolarity pose even greater obstacles to such efforts?