

**BOSTON UNIVERSITY
PARDEE SCHOOL OF GLOBAL STUDIES
LATIN AMERICAN STUDIES PROGRAM
IR 713/PO768 LATIN AMERICA PAST AND PRESENT (PRELIMINARY SYLLABUS)
FALL 2016 WEDNESDAYS 4-7
152 BAY STATE RD. ROOM 220**

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Introduction: Description of the Course and its Objectives

This course is intended to provide a broad, in-depth, and substantive interdisciplinary approach to the most important developments in Latin America over the course of its long and extraordinarily diverse history. It is required for Latin American Studies M.A. students, but is also open to other graduate students with a Latin American area interest in the Pardee School of Global Studies or those across College of Arts and Sciences departments and programs. It is also open on a case-by-case basis to undergraduates with strong performance in Latin America-focused courses. Professor Palmer and other members of the Pardee School Latin American Studies Program faculty will participate in topics covered in the seminar in accordance with their specific areas of expertise, as presented in the weekly schedule below.

By the end of the semester, students should have achieved the following:

1. An understanding of the major forces that have shaped and challenged Latin American peoples, places, and nations; these include the complexities of pre-Colombian civilizations, European colonialism, post-independence nation-building, and the major patterns of social, economic, and political development shaping individual country and sub-regional dynamics
2. A fuller appreciation of the significance of culture and the arts in developing a sense of historical continuity among the Latin American nations across time and distance
3. Knowledge of the positive and negative effects of the region's foreign affairs and international relations, including an understanding of the degree to which Latin American countries have been influenced by forces and factors beyond their borders over which they have little control

4. A comprehensive grasp of the most significant contemporary issues facing the region and its individual countries.

Beyond these academic objectives, the course is also intended to foster comradery among students sharing similar geographical area-focused interests and to expose them early in their studies to members of the Boston University faculty and their academic specialties relating to Latin America.

Grading Criteria and Elements

The course grade will be based on the following:

- 1) Attendance and quality of participation in class presentations and discussions (20%)
- 2) Preparation and submission of short written summary comments (1-3 pages) on 5-8 selected readings for class discussions (30%)
- 3) Preparation of a substantial research paper (15-20 pages) on a course topic of particular interest, to be decided upon in consultation with the professor, presented in class, and turned in for grading on the appointed date (50%)

Classes, Topics, and Reading Assignments

Wed 7 Sep: Introductory Overview

David Scott Palmer, Professor of International Relations & Political Science Emeritus

The themes of the course, the underlying geographical realities; the sweep of social, economic, and political history; major aesthetic, philosophical, and literary currents; and contemporary issues affecting the region

Geography, History, and Politics: The Big Picture

The multiple effects of geographical diversity and abundant natural resources, the emergence of major pre-conquest civilizations, the extended period of Spanish and Portuguese colonial rule and its consequences, independence movements and the major variations in post-independence political and economic systems

Readings:

Hubert Herring, *A History of Latin America* (New York: Knopf, 1968), 3-23

E. Bradford Burns, *Latin America: A Concise Interpretive History* (Englewood Cliffs NJ: Prentice-Hall, 1986), 1-25

Alfred W. Crosby, Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport CT: Greenwood, 1972), 35-63

John Peeler, *Building Democracy in Latin America*, 3rd Ed. (Boulder: Lynne Rienner, 2009), 31-48

Wed 14 Sep: The Major Indigenous Civilizations and Their Legacies: Mayas, Aztecs, Incas, and Others

David Carballo, Associate Professor, Archaeology

Primary focus on the archeological record, but consideration as well of patterns of colonial and post-colonial exploitation and marginalization of indigenous peoples and the social and political consequences of the recent re-identification with their heritage

Readings:

Michael E. Smith, "The Aztec Empire," *The Aztec World*. Elizabeth M. Brumfiel and Gary M. Feinman, eds. (New York: Abrams), 121-136

R. Alan Covey, "The Inca Empire," *The Handbook of South American Archaeology*. Helaine Silverman and William Isbell, eds. (New York: Springer, 2008), 809-830

Joel W. Palka, "Historical Archaeology of Indigenous Culture Change in Mesoamerica," *Journal of Archaeological Research*, 17, 2009, 297-346

Wed 21 Sep: Major Literary and Intellectual Figures of the Colonial Era

Pedro Lasarte, Professor of Romance Studies

Consideration of key contributions of intellectuals and artists over the three centuries of European colonial rule of the Americas, as well as some of the controversies these generated

Readings:

Rolena Adorno, *Colonial Latin American Literature: A Very Short Introduction* (New York: Oxford University Press, 2011), Introduction & Chapters 2, 3, 5, 6, 7 (38 pp.)

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 6th Edition (New York: Oxford University Press, 2011), Chapters 2, 6 (47pp.)

Gauvin Alexander Bailey, *Art of Colonial Latin America* (London and New York: Phaidon, 2005), Chapters 2 & 4 (48 pp.)

Wed 28 Sep: The “Waves” of Authoritarianism and Democracy since Independence

Professor Palmer

Discussion of the broad sweep of political history of the region during the Republican Era, which includes three identifiable periods of widely established authoritarianism and also three periods of electoral democracy under the constitutional procedures in place at the time

Readings:

David Scott Palmer, “The Military in Latin America,” in Jack W. Hopkins, ed. *Latin America: Perspectives on a Region*, 2nd Edition (New York: Holmes & Meier, 1998), 320-37

John Peeler, *Building Democracy in Latin America*, 187-210

Juan Pablo Luna & Alberto Vergara, “Latin America’s Problems of Success,” *Journal of Democracy*, 27:3 (July 2016), 158-165

Wed 5 Oct: Influences on State Formation & Windows on Art History

Adela Pineda, Director of Latin American Studies & Associate Professor of Romance Studies, and Ana María Reyes, Assistant Professor of Art History

Intellectual Influences on Processes of 19th Century State Formation

Professor Pineda

The emergence of “Latin America” as a symbolic construct in the writings of major thinkers of the period, within the frame of positivism and liberalism and within the context of the decline of the influence of European colonial rule and the rise of the United States as an important ally/imperial power in the region

Readings: To be provided

Windows on the Rich Art History of Latin America

Professor Reyes

Readings:

Tatiana Flores, “Beyond Center-Periphery: Modernism in Latin American Art,” in Stephen Ross & Allana C. Lindgren, eds. *The Modernist World* (London: Routledge, 2015), 426-435

Selected short essays by José Martí, Manhoel Bomfim, Diego Rivera, Octavio Paz, André Siegfried, Mário de Andrade, & Néstor García Canclini, in *Critical Documents of 20th Century*

Latin American and Latino Art (Houston: International Center for the Arts of the Americas, Museum of Fine Arts), 209-1067 (selected pages)

Walter Mignolo, "Latin America and the First Reordering of the Modern/Colonial World," *The Idea of Latin America* (Oxford: Blackwell, 2005), 51-94

Wed 12 Oct: Foreign Affairs: The Role of the U.S. & the Special Case of Cuba

Professor Palmer & Ambassador Paul Hare, Senior Lecturer, Pardee School

Latin America has long been subject to the effects of outside actors and events which have significantly affected its own political, economic, social, and cultural history. U.S. policy toward the region and specific countries within it is generally acknowledged as one of the most important of these, particularly since the 1890s with economic expansion and interventions in the name of democracy or national security. Cuba represents a special case of such involvements and their consequences.

Readings: To be provided

Wed 19 Oct: The Political Economy of Latin America: From Mercantilism to Market Economies

Kevin Gallagher, Professor of Economics, Pardee School of Global Studies

Exploration of the variety of economic models state policy makers have pursued since independence to achieve growth and development however constrained by primary product exports and economic dependency; with a particular focus on contemporary growth and trading patterns, China especially, in the aftermath of the economic "lost decade" (1982-92)

Readings: To be posted

Luis Bertola & Jose Antonio Ocampo, "Latin America and the World Economy," in Bertola & Ocampo, eds. *The Economic Development of Latin America since Independence* (New York: Oxford, 2015), Chapter 1

Jorge I. Domínguez, "Free Politics and Free Markets in Latin America," *Journal of Democracy* 9:4 (1998), 70-84

Comisión Económica de América Latina (CEPAL). *Outlook*

http://repositorio.cepal.org/bitstream/handle/11362/40327/28/S1600544_en.pdf

José Antonio Ocampo, *Latin America's Financial Crisis*

<http://cje.oxfordjournals.org/content/33/4/703.abstract>

Wed 26 Oct: The Major Internal and External Conflicts in Latin America: Causes and Consequences

Professor Palmer

Consideration of the most significant 19th and 20th century foreign wars and their effects, as well as the major internal civil and guerrilla wars which have convulsed almost every Latin American country at one or another or multiple times since independence

Readings:

Leslie Bethell, "The Paraguayan War (1864-1870)," Research Paper 46, Institute of Latin American Studies, University of London, 1996

David Werlich, "The War of the Pacific (1879-1883)," *Peru: A Short History* (Carbondale: Southern Illinois University Press, 1978), 106-121

Matthew Hughes, "Logistics and the Chaco War; Bolivia vs. Paraguay, 1932-35," *The Journal of Military History* 69:2 (April 2005), 411-437

David Mares and David Scott Palmer, *Power, Institutions, and Leadership in War and Peace: Lessons from Peru and Ecuador, 1995-1998* (Austin: University of Texas Press, 2013), 1-46 (Chapters 1 & 2)

Robert Dix, "Why Revolutions Succeed and Fail," *Polity* 16:3 (Spring 1984), 423-446

Cynthia J. Arnson, *In the Wake of War: Democratization and Internal Armed Conflict in Latin America* (Stanford: Stanford University Press, 2012), 1-34 (Chapter 1)

Wed 2 Nov: Contemporary Issues: Colombia's Peace Accords: Do They Mark the End of Latin America's Longest Guerrilla War?

Dr. Jennie Lincoln, Director for Latin America, Carter Center, and Dr. Julián Arévalo, Advisor for the Colombian Government in the Peace Negotiations with the FARC guerrillas, will discuss the long search for peace and the challenges ahead.

Wed 9 Nov: Contemporary Issues: Climate Change and the Environment

Julie Klinger, Assistant Professor of Geography, Pardee School of Global Studies

The growing concern for the natural consequences in Latin America of global warming (e.g., El Niño, glacier melting) in combination with the man-made degradation of the environment (e.g., deforestation and over-exploitation of natural resources) as well as state policies promoting economic growth and development without regard for environmental effects

Readings:

Brian Feld and Sebastian Galiani, *Climate Change in Latin America and the Caribbean: Policy Options and Research Priorities* (2015) Available at: <http://dx.doi.org/10.2139/ssrn.2611954>

Global Witness, *Deadly Environment: The Dramatic Rise in Killings of Environmental and Land Defenders* (2013) Available at: <file:///Users/admini/Downloads/deadly%20environment.pdf>

Myanna Lahsen, 2014. Transnational Locals: Brazilian Experiences of the Climate Regime. Chapter 21 in *The Anthropology of Climate Change: An Historical Reader* Edited by Michael R. Dove. Wiley Blackwell, 2014.

Monteiro, Marko S.A., Sonia Regina de Cal Seixas, Simone Aparecida Viera. 2014. The Politics of Amazonian Deforestation: Environmental Policy and Climate Change Knowledge. *WIREs Climate Change* 5(Sept/Oct): 689 – 701

Peralta, Pablo Ospina, Anthony Bebbington, Patric Hollenstein, Ilana Nussbaum, and Eduardo Ramírez. 2014. Extraterritorial Investments, Environmental Crisis, and Collective Action in Latin America." *World Development* 73(September): 32 – 43

Wed 16 Nov: Contemporary Issues: “21st Century Socialism” and Democratic Consolidation Challenges

Taylor Boas, Assistant Professor of Political Science

The challenges to today’s electoral democracies, which include the rise of a new “socialist populist” option, interrupted elected mandates, gang and drug related criminal violence, among others; even as free and fair elections continue, oppositions win and come to power, and public policies contribute to poverty reduction

Readings: To be added

Wed 23 Nov Thanksgiving Holiday

Wed 30 Nov Student Research Paper Presentations and Discussion

Wed 7 Dec: Conclusions: What Have We Learned?

Use of Source Materials*

Correct use and acknowledgment of source materials is vital to any research project. Only through accurate documentation can the reader distinguish the writer's original contribution from those of others. This allows the reader (1) to consult the source of a fact or opinion if he or she so desires and (2) to assign credit or blame judiciously — to the writer or to the writer's sources. Moreover, failure to acknowledge source material properly constitutes plagiarism and is subject to the appropriate penalties. The basic rule is this: If you use material drawn from something besides your own first-hand experience, and the material is not “common knowledge,” that is, something that “everybody knows,” give credit to your source.

If you quote directly, even a word or phrase, use quotation marks and footnote. **

If you paraphrase (i.e., take the ideas and put them into your own words), footnote.

If you organize material in the unique manner of someone else, give that person credit in the text and, usually, in a footnote as well.

A good rule of thumb is to ask yourself: “Could a reader who consulted the works listed in my bibliography recognize in my paper sentences, phrases, and even striking words; patterns of organization; interpretations or attitudes or points of view or whole ideas or facts, as deriving from any one of these sources?” If the reader could, you must footnote those passages. Any clear parallels between your paper and any of its sources that a reader would discover from consulting these sources, you should already have told him or her through footnotes or informal acknowledgments.

Once your paper is turned in, the reader has the right to assume that whatever appears in the paper, unless otherwise indicated, is your own work or is “common knowledge.” It should be noted that a paper that is merely a patchwork of other people’s words and ideas is a poor paper. Because of the particular slant on the topic you have been asked to consider; because of the particular combination of sources you have consulted; because of the independence of your own creative mind, your paper should be organically different from any of the various sources that have contributed to it.

*This statement is adapted from a syllabus of Boston University Pardee School of Global Studies Professor Strom Thacker, which was in turn adapted from “Use of Source Materials,” Pomona College Department of government, Claremont CA

*Internal citations [e.g. (Smith 1991, 234)] may be substituted for footnotes

Academic Integrity

Your work must be your own. For guidance, consult the GRS Academic Conduct Code URL <http://www.bu.edu.cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/>