



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

PSC 5550-302: Problems in International Relations: Inter-American Politics

Course Description:

This course is designed to introduce students to the patterns of economic, political, and security relationships which characterize the Inter-American system. We will be examining how the countries of Latin America have interacted with one another and with the historical hegemonic power in the region, the United States. We will also be exploring the rise of new actors, such as China and Iran, that have changed the dynamic of hemispheric foreign relations in recent years.

Class Dates, Location and Hours:

Dates: March 18 - 24, 2018

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: February 17, 2018

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Jeffrey J. Ryan, Ph.D.

Mailing Address: Department of Political Science
Old Main 428
University of Arkansas
Fayetteville, AR 72701

Telephone Number: (479) 575-3356

E-mail Address: Jeffrey.J.Ryan-1@ou.edu or jeffr@uark.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Recommended Text:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an

Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

The following text is **recommended** (especially if you have very little familiarity with the region) but **not required**.

Castro, R., & Dominguez, J. (Eds.) (2016). *Contemporary U.S.-Latin American relations: Cooperation or conflict in the 21st century?* (2nd ed.). New York: Routledge. ISBN 9781138786325.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

The course objective is to familiarize students with both the historical background and recent transformations that have shaped the dynamics of the Inter-American system. A part of this process will be providing students the conceptual and theoretical tools needed to effectively analyze the foreign policy-making process in developing and emerging states. Specific objectives include:

1. To introduce students to the historical background of US-Latin American relations
2. To examine transformations in the Inter-American system in the post-Cold War and post-September 11th eras
3. To analyze the foreign policy making process in large states (e.g., Brazil, Argentina, Mexico, etc.) vs. small ones (e.g., Nicaragua, Costa Rica, Uruguay, etc.)
4. To investigate the role of new actors in the region such as China and Iran and analyze the likely impact that will have on the future evolution of the Inter-American system.

Assignments, Grading and Due Dates:

Pre-Class Assignment: (30%)

As is customary in many AP courses, students will be expected to complete a substantial amount of reading as well as a written assignment prior to the onset of classes. You are strongly encouraged to begin working on this course several weeks before our first meeting, since as you know better than most, work schedules can fluctuate wildly and unpredictably. **The pre-class assignment is due no later than the beginning of the second day of class (March 19, 2018). Important:** Unless the student submits this assignment at least 72 hours before the first class period, it is unlikely that the instructor will be able to provide feedback until after the course has ended. Work submitted after the deadline will be **progressively downgraded by one half letter grade (i.e., 5%) for every day it is late.**

Specifics regarding the pre-class assignment are included in Appendix One to this syllabus. It is *crucial* that you follow the **two basic submission requirements outlined in the appendix:**

1. You **must** follow the file naming protocol, which is simply your last name followed by a hyphen followed by "PRE" (for pre-class). So my submission would have the following filename: RYAN-PRE. Easy, right? Then please make sure you follow it, ok?
2. You **must** submit your file in PDF format. I will **not** accept submissions of any other file type, e.g., Word doc, link to Google Docs, etc. In the event you are not familiar with how to create PDF files from Word documents, I have included simple instructions in the appendix

As noted, if you require assistance with Canvas, please click on the Help icon **promptly**, since Canvas will be the chief portal through which all course-related activity will pass. You can search the Canvas guides, chat with Canvas support, or contact OU IT. It is the student's responsibility to ensure that they have reliable access to Canvas. The completed pre-class assignment should be sent to the Canvas drop-box with the appropriate filename and file type I just described above.

In-Class Presentation (20%)

On the last day of class, everyone will be required to give a presentation. The rough guidelines are outlined below, but we'll set aside some time early in the class for any questions you might have. The general theme

revolves around a Latin American perspective on a foreign policy ‘success’ story in Latin America. The length of the presentation will be roughly 15 minutes, though this may vary depending on class enrollment size. You will be free to use whatever delivery format you feel most comfortable with, including a presentation that does **not** *gasp!* feature PowerPoint if you prefer. By all means, you are welcome to use PowerPoint if you like, but also feel free to speak extemporaneously, write on the board, use sock puppets, perform an interpretive dance, etc., if the spirit moves you. Here’s what I’m looking for:

Theme: Foreign Policy ‘Success’ From a Latin American Perspective

- You are asked to present a case study of a situation in which a Latin American actor successfully realized its objective(s) in the international arena;
- The ‘actor’ can be a single state, a supranational Latin American entity (e.g., Mercosur, ALBA, etc.) or even a non-state actor (e.g., NGOs);
- Your case can be either contemporary or historical

Post-Class Assignment: (40%)

There will be a final written assignment due two weeks after the final class, **April 7, 2018**, which like its pre-class counterpart, should be submitted to the drop-box at the Canvas course site. Also like that first written assignment, details regarding the post-class work will be discussed in class/posted to Canvas and should use the same file name protocol, but designate the assignment number as “POST.” (e.g., RYAN-POST.pdf) Work submitted after the deadline will be **progressively downgraded by one half letter grade (i.e., 5%) for every day it is late.**

Specifics regarding the pre-class assignment are included in Appendix Two to this syllabus.

For both pieces of written work (indeed, for **any** written work), it is **crucial** that you appropriately cite any and all sources for material that is not your own. Any of the predominantly used academic citation styles are acceptable, including use of a reference page, footnotes/endnotes, etc. What is categorically **not** acceptable is a failure to adhere to proper citation requirements. If you are at all unclear regarding citation standards, it is imperative that you familiarize yourself with such standards before submitting any written work. This is a good place to visit to (re)acquaint yourself with the basics of academic citation rules: <http://www.plagiarism.org/>

Participation (10%)

Students are expected to participate during class discussions. Questions are always encouraged and your perspective on an issue is very welcome. Class discussions will be greatly enhanced if everyone has done the relevant reading for that period prior to class, so you are strongly encouraged to do so.

Grading:

This is a letter-graded course: A, B, C, D, or F. Course grades will be based on two written assignments (pre-class and post-class), an in class simulation, and overall class participation according to the following weighting scheme:

Assignment	Due Date	Grade Weight
Class Participation	Throughout the course	10%
Pre-Class Assignment	No later than second day of class March 19, 2018	30%
Class Presentation	Last day of class	20%
Post-Class Assignment	2 weeks after the last day of class, April 7, 2018	40%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Appendix One: Pre-Class Assignment Guidelines

Traditionally, much of the narrative of Inter-American relations has been focused on the US, which is hardly surprising given its hegemonic status in the Western Hemisphere for the entire 20th century. Even

when observers have ostensibly been examining the foreign policy of a given Latin American state, the tendency has been to frame it in reference to that country's bilateral relationship with the US, i.e., in 'reactive' terms. The pre-class assignment represents an effort to encourage you to begin viewing Latin American foreign policy through the lens of those countries themselves as they navigate a substantially altered 21st century global environment. In addition to trying to familiarize you with a Latin American perspective of the international system, the assignment is designed to acquaint you with the specifics of foreign policy challenges faced by two countries (of your choosing) in the region. In a broader sense, it is also designed to accustom you to approaching foreign policy from an analytical rather than a descriptive perspective. Here, then, are the specifics of the assignment:

For each country, you will need to do the following:

1. Identify **two (2)** foreign policy challenges and/or objectives for each country. They do not have to be the same for both countries. You should be relatively specific in your delineation of the challenges, e.g., "Confronting Transnational Criminal Activity" rather than the more amorphous "Security." Elaborate the basic contours of each challenge and **briefly** outline the approaches used thus far to address it. So, just to be clear, you will be covering two issues **per** country, so four separate issue areas in all.
2. Taking as a given that no foreign policy approach is perfectly optimal in realizing its objectives, make one or more policy recommendations (including either modification of existing policy or entirely new policies) that would represent a potential improvement over the prevailing status quo. In making your recommendations you should explain in concrete terms why or how they would advance the country's foreign policy interests. You must also craft your recommendations in a manner that is **consistent with reality** in your chosen countries. So, for example, suggesting that Uruguay invade Argentina to resolve a dispute over paper mills or that Venezuela invite the US to set up military bases in that country would be problematic. As we will see in class, one of the major distinctions between policy-making in hegemonic powers like the US and less powerful states is that in the latter, foreign policy options are much, much more limited. In some ways, Latin American foreign policy is less a function of 'what **should** we do?' than of 'what **can** we do?'

The entire assignment must not exceed eight (8) pages **not including** citations and/or footnotes or endnotes. Though I won't be doing a word count on the amount of space you devote to each country, you should shoot for a rough balance between the two. You should also seek balance between the amount of time you devote to your identification of foreign policy challenges and your recommendation sections. Indeed, you might even consider devoting more attention to the latter than to the former given that I will be particularly interested in your **analysis** (i.e., recommendations) as opposed to your more **descriptive** elements (i.e., challenge identification).

Bear in mind that this is **not** designed to be "US-centric" but rather "Latin America-centric." What do I mean by that? For one thing, it means you should not define your target countries' foreign policy objectives in terms of US policy priorities. For example, the US has of course a long-standing goal of reducing the production of coca leaf, primarily in the Andean region. Suggesting that, say, Bolivia, adopt a radical coca eradication policy would no doubt delight Washington, but it would be tantamount to political suicide in La Paz. Clearly the US figures prominently in the foreign policy considerations of most, if not all, countries in the region. But such considerations are **not** the sole concerns of policymakers in Latin America, particularly in the current international environment. This is not to say that you must ignore bilateral relations between the US and your target countries, but if you do touch on them, you need to be doing so with a clear, firm target country orientation.

By this point in your academic career, you are likely very familiar with the strict guidelines governing the use of sources in your written material. Please be aware that I take proper citation extremely seriously and that I very strongly encourage you to be borderline fanatical in citing your sources. If you are not exactly sure about when and how to cite, it is incumbent on you to become familiar with accepted academic practices in this regard. I have unfortunately been forced to **fail** students in this course for not following citation standards. I cannot emphasize strongly enough how serious this is, so let me just state it as plainly and bluntly as I can: **if you do not follow established citation guidelines, you will fail this assignment**

and possibly the course. The ugly word for not citing material, whether by design **or** by sloppiness, is plagiarism. Please, please do not take this lightly.

When it comes to citation format, I'm flexible as to the style you use (e.g., footnotes, endnotes, in-text citation, MLA, APA, Chicago, etc.), so long as you actually **do** use an established style. In other words, please follow one or another of the generally accepted style guidelines. Please note that simply inserting a web link is **not** considered a citation.

Your work will be much stronger if you utilize sources in an effective way to buttress the points you are making. What do I mean by 'effective'? Well, for one, not relying exclusively on Wikipedia, CIA World Factbook, Webster's Dictionary, etc. For another, not using sources that have little or nothing to do with whatever point you're actually trying to make. Just because a source mentions the country you're writing about doesn't mean it's particularly relevant to the points you are trying to make. And here's a huge 'Pro-Tip': make a friend of Google Scholar (<http://scholar.google.com/>). It is where many academics, including me, start when doing their own research. For many (most) of the sources there, you'll have to do a bit of gymnastics to actually get to the source you want to use. First, find the source in Scholar. If you click on it, chances are you will come to a publisher site where it tells you to log in to access the article. You won't be able to. Instead, cut/paste the title of the piece into your OU library account search engine (e.g., Ebsco, Proquest, etc.) and you'll more than likely be able to find the full text article. But this is your best bet when looking for academic source material.

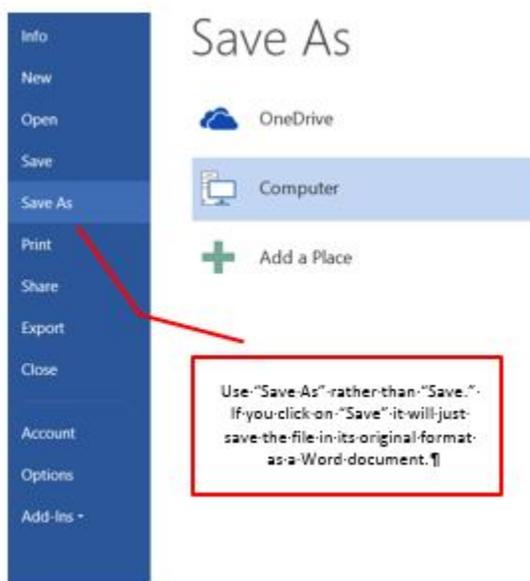
The completed pre-class assignment should be submitted to the Canvas drop-box titled "PRE-CLASS ASSIGNMENT" following **both** of the requirements described earlier:

- Use the proper naming protocol: YOUR LAST NAME-PRE.pdf.
- Submit file as a PDF and **only** a PDF. You don't need any fancy software or conversion tool to do this. You can save a Word file as PDF using "Save as type:" from the drop-down menu under the "Save As" command. [See instructions below]

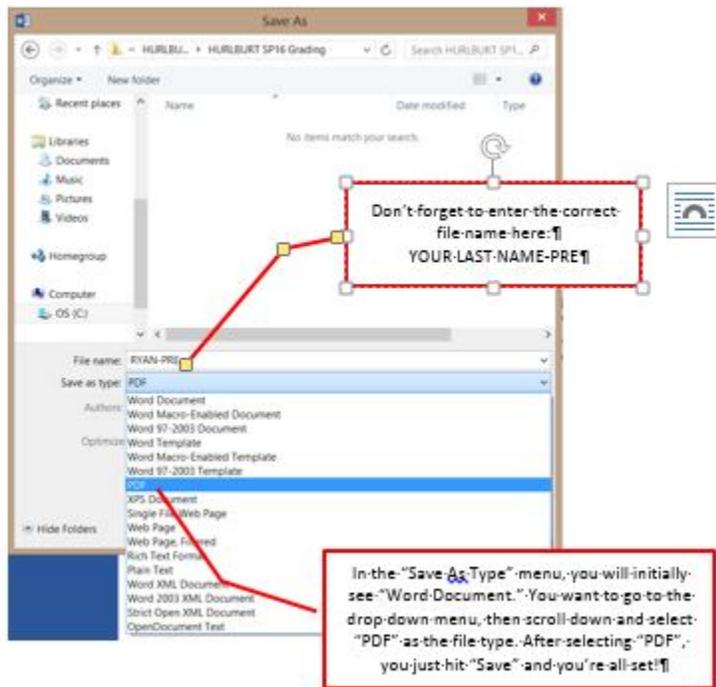
I've tried to answer as many questions as you might have (and maybe a few you don't!) here, but please feel free to get a hold of me if there's anything you're not clear on. *Buena suerte!*

Saving a Word document as PDF

When you finish your paper in Word, save the file as you normally would. This, naturally, saves the file as a Word .doc file. Then, save it again, but instead of clicking on "Save", click on "Save As" in the menu.



Type in the appropriate "File name" as specified in the assignment guidelines (YOUR LAST NAME-PRE). Directly below the "File name" box you will see the "Save as type:" box.



Open the drop-down menu in the “Save as type:” box and scroll down to “PDF”. Click “Save” in the bottom right of the dialog screen and “bingo!” you have just created a PDF.

Note: To save a ‘Pages’ file in Mac to PDF, see this instructional video: https://www.youtube.com/watch?v=gv2_FuAyVBQ

Appendix Two: Post-Class Assignment Guidelines

The guidelines for this assignment are fairly straightforward, but that being said, I understand (indeed, I expect) that you may have particular questions regarding specific details. Rather than try to anticipate any and all such questions, I’d prefer to let you look over these guidelines and ask me about anything that isn’t clear. This paper is designed to familiarize you with trend analysis. I’ve posted an example to give you some ideas on what this looks like in the Assignments folder (“Trend Analysis Example”). Before you break into a cold sweat, let me be clear: **I don’t** expect the level of depth and sophistication that you’ll see in that example. It’s simply there to let you see what a full-blown trend analysis looks like.

So, what precisely do you need to do? Very simply, I want you to identify a single macro-level (i.e., something that produces global or regional effects rather than single country effects) trend that you feel will be important in shaping the dynamics of the inter-American system (or a sub-system within it) in coming years. Your choice of a trend type (e.g., strategic, economic, political, etc.) is open, with the understanding that your focus needs to remain squarely on the foreign policy/international relations dimension. For example, climate change clearly constitutes a macro-level trend, yet an analysis that focused exclusively on say Brazilian subsidies to domestic manufacturers of sustainable energy products would **not** be appropriate. By contrast, joint diplomatic initiatives by nations in the Caribbean to push for a UN treaty addressing sea level change **would** be appropriate.

You are also free to define the relevant impact area of your chosen trend. In this regard, you have five geographical options to work with: Latin America as a whole; Central America (Panama, Costa Rica, Nicaragua, Honduras, El Salvador and Guatemala); the Caribbean (**independent** island nations in the Caribbean Basin, i.e., no ‘territories’); the Andean Region (Venezuela, Colombia, Ecuador, Peru and Bolivia); and the Southern Cone (Brazil, Argentina, Chile, Paraguay and Uruguay)

Obviously, there will be variation in terms of the impacts of the trend across different countries within the region or sub-region and you should address these. For example, a modification of the agricultural trade protocols within the Central American Free Trade Area is going to be more significant to Guatemala, where agriculture accounts for 40% of national GDP than to Costa Rica where the figure is only 6.5%.

Remember, too, that this should not be overly “US-centric,” meaning that although the United States clearly shapes the dynamics of the inter-American system in profound ways, Latin America’s foreign relations consist of more than simply reacting to what their big neighbor to the north does. By all means, incorporate US policies if and when they are relevant (and they often will be), but don’t make the assignment essentially look like an American foreign policy analysis.

Your analysis should address at least two time horizons: the short term (2-4 years) and the medium term (5-10 years). If you are so inclined, you are perfectly welcome to project further into the future as well. Any trend analysis will almost certainly contain a number of ‘contingent predictions’ wherein you say something along the lines of, “If the treaty is approved, then X. But if not, then we’ll probably see Y.” You can and probably should have some of these in your paper, but be careful not to turn your analysis into the equivalent of throwing up ones hands and saying, “Who *knows* what’s gonna happen?!” Bear in mind as well that any country’s foreign policy is always subject to domestic political realities and constraints.

As with the pre-class assignment, the post-class assignment should be sent to the Canvas drop-box using this file name protocol: LASTNAME-POST (e.g., my post-class assignment file name would be RYAN-POST.pdf). And be sure to submit your file as a PDF.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Jeffrey J. Ryan, Ph.D.

Education

- 1989 Ph. D., Political Science, Rice University
- 1987 M.A., Political Science, Rice University
- 1983 B.A., Technical Journalism, Colorado State University

Current Positions

Associate Professor of Political Science and Latin American Studies, University of Arkansas, Fayetteville, AR (1990-present)

Frequently Taught Advanced Programs Courses

- PSC 5550 Inter-American Politics
- PSC 5683 Politics in Latin America

Major Areas of Teaching and Research Interest

- Political violence, revolution, terrorism, guerrilla warfare
- Political institutions, parties and party systems, electoral turnout, anti-immigrant voting
- Decentralization, municipal reform, local government

Teaching Awards

- Dr. John and Mrs. Lois Imhoff Award for Outstanding Teaching and Student Mentorship (2011)
- Fulbright College Master Teacher Award (1996)

Representative Publications

- “Anti-Immigrant Voting in the Global South: A Curvilinear Approach in Costa Rica.” *The Midsouth Political Science Review*. 17: 27-52. (2017)
- “Decentralization in Costa Rica: The Impact of Reform on Participation and Accountability.” *Latin American Policy* 3 (2): 174–194. (December 2012).
- “Turning on Their Masters: State Terrorism & Unlearning Democracy in Uruguay.”, in Cecilia Menjívar & Néstor P. Rodríguez, eds., *When the State Kills: Contemporary State Terror in Latin America*. Austin, TX: University of Texas Press. (2005):
- “Decentralization & Democratic Instability: The Case of Costa Rica.”, *Public Administration Review* (January 2004).
- “The Impact of Democratization on Revolutionary Movements.”, *Comparative Politics* 27 (1994): 27-44.

Representative Presentations

- “Análisis de gobernanza municipal y participación ciudadana en el contexto del Nuevo Servicio Público: El caso de México.” (Analysis of municipal governance and citizen participation in the context of New Public Service: The case of Mexico). With Alexander Villarraga. IX Conferencia Anual de la Red INPAE, Santiago, Chile. May 2013.
- “*Simulación como una herramienta para el aprendizaje activo: Notas de una prueba.* [In-Class Simulation as a Tool for Active Learning: Notes from an Experiment.]” Invited speaker, VII Conferencia Anual de la Red INPAE, Mexico City, Mexico. (2011)
- “Oferta De Capacitación en GPRD para los Gobiernos Subnacionales por parte de las Universidades.” Invited speaker, IABD/World Bank Conference. III Seminario Regional de GPRD en Gobiernos Subnacionales. Quito, Ecuador. September 2010.
- “A Cross-National Analysis of the Impact of Terrorist Attacks on Human Rights and Civil Liberties.” Midwest Political Science Association, Chicago, Illinois, April 2009.