

*The primary task of a useful teacher is to teach his students to recognize inconvenient facts—I mean the facts that are inconvenient for their party opinions (Max Weber)*

INTA 3241a • Spring 2018 • Latin American Politics • IC 215 • MWF 1:55 to 2:45

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NOTE: Email only to set appointment or at request of professor

Office Hours • Mondays 10:10 am - 11 am or by appointment

NOTE: This syllabus may change at professor's discretion

No Screens of Any Type Allowed in Class. If you need to text, LEAVE!

Latin America is an exciting, diverse, and dynamic region that has considerable variation in economic success, political stability, and development. The purpose of this course is to learn the historical, cultural, political, and economic foundations of the region. We will use a variety of methods and sources to give you a flavor of Latin America. We will also follow contemporary events in the region through readings from the *Economist*.

This is an advanced undergraduate course suitable for senior level students and first year grad students. It is reading intensive and you are expected to carefully read the assignments before class, and not merely skim them. If you do not like to read, this is possibly not the class for you.

For every Wednesday class, you must read the free articles on Latin America at The Economist: available at <http://www.economist.com/printedition/> (not necessary if the “Americas” article is about Canada), starting the second week!

### **Learning Outcomes:**

*Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.*

*Student will demonstrate the ability to describe the social, political, and economic forces that influence the global system.*

*Students will demonstrate mastery of Latin American geography and be able to describe how geography shapes societal and political outcomes*

*Cultural and ethical awareness. Students will become more aware of the diversity of cultural and ethical systems in the world. Able to understand key issues with respect for a range of different variables.*

*Effective communication skills. Students will be able to express their arguments clearly and effectively both in written reports and in their research and oral presentations.*

### **Books, required:**

Thomas C. Wright, *Latin America Sine Independence*. 2017. Rowman & Littlefield.

Eduardo Galeano, *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. 1997 Edition. Monthly Review Press.

Michael Reid, *Forgotten Continent: The Battle for Latin America*. 2009. Yale.

Arocena and Bowman. *Lessons from Latin America: Innovations in Politics, Culture, and Development*. Toronto University Press. PDFs in TSquare. Don't buy!  
Plus, either readings on Brazil or on Paraguay/Bolivia or Central America. Class will decide.

**Novels, student chooses one depending on research topic.**

Jorge Amado: **Gabriela, Clove and Cinnamon**. Paperback. (Brazil) (Inequality or entrepreneurship or issues of race or gender issues)

Isabel Allende: **The House of Spirits**. Paperback (Chile) (Human rights or gender issues)

Mario Vargas Llosa: **The Feast of the Goat**. Paperback (Dominican Republic) (Democracy, role of US in Latin America, role of Church, or terrorism)

Gabriel Garcia Marquez: **Love in the Time of Cholera; One Hundred Years of Solitude**

Mariano Azuela: **The Underdogs**

Julia Alvarez: **In the Time of the Butterflies**

**Or** other novel to be approved by the professor.

Using the selected novel, course materials, and research resources, the student will produce an original and innovative analytical research paper comparing two countries on a selected topic.

The assignment is 8-10 double spaced pages (12-15 for graduate students). You **MUST** have a title and title page. **NO BINDING** or plastic cover, just stapled. You must have citations from at least 5 different sources, and 3 sources must not be internet sources. (You can get the full-text articles on the internet, but must be from a book, reference book, or journal.) Read the novel, and write an analytical essay that follows the following model.

Write an essay about some relationship that is covered in the book. There needs to be a dependent and independent variable that should appear in the first few paragraphs of the paper. (This paper explores the relationship between modernization and gender equity...). A comparative case study of two countries will be employed, and you should identify if the cases are similar or different. If you do not know the difference between a most-similar and most-different design, see me soon. The book will be used as spice for the paper, to illustrate the variables, and to make the paper more enjoyable to read.

**Assignments and grades:**

It is important that students come prepared for discussion. Therefore, there will be a total of 7 quizzes covering the readings (newspaper and text). Your lowest 2 scores will be dropped and the other 5 quizzes will count for 20 percent of your final grade. The midterm will count for 30 percent and the final exam will count for 30 percent. Your research paper will count for 20 of your final grade. You will receive a grading rubric for the paper.

**•Finally, you are required to meet with me during office hours or by appointment to discuss your research project. If you do not meet with me once during the semester before March 1, you will lose 10 percent of your final grade.**

**Schedule of Readings, Exams, and Assignments**

1/10	INTRODUCTION	1/26	Wright 6, Rise of the Yankee and Reflections on Colonial Legacy
1/12	Wright 1, Colonial Roots	1/29	Wright 7, Mexican Revolution
1/17	Wright 2, Independence of Latin America	1/31	Wright 8, Depression and Reflections on Colonial Legacies
1/19	Wright 3, Age of Caudillos and Reflections on Colonial Legacy	2/2	TBA
1/22	Wright 4, The Export Economies	2/5	Wright 9, The Cuban Revolution
1/24	Wright 5, Political Consolidation and Social Change	2/7	Wright 10 The Cuban Revolution, Latin America, and the USA
		2/9	TBA

2/12	Wright 11, The Reaction: Repression and State Terrorism and Reflections	3/21	Spring Break
2/14	Wright 12, Neoliberalism, plus Reflections plus conclusion.	3/23	Spring Break
2/16	Galeano Intros and Chapter 1	3/26	Reid 10
2/19	Galeano 2. TURN IN BOOK TITLE AND TOPIC AND CASES	3/28	Reid 11-12
2/21	Galeano 3	3/30	Reid 13
2/23	Galeano 4	4/2	Either Brazil or Bolivia/Paraguay or CA
2/26	Galeano 5	4/4	Arocena Bowman reading
2/28	Galeano 7 years later	4/6	Either Brazil or Bolivia/Paraguay or CA
3/2	Midterm	4/9	Arocena Bowman Reading
3/5	Reid 1	4/11	Either Brazil or Bolivia/Paraguay or CA
3/7	Reid 2 & 3	4/13	Arocena Bowman Reading. ESSAY DUE
3/9	Reid 4	4/16	Either Brazil or Bolivia/Paraguay or CA
3/12	Reid 5 & 6	4/18	Arocena Bowman Reading
3/14	Reid 7	4/20	Either Brazil or Bolivia/Paraguay or CA
3/16	Reid 8-9	4/23	Final day of class, no quizzes
3/19	Spring Break		

Final Exam—Thursday May 3 250-540

**USEFUL WEBSITE LINKS.** The most complete website on Latin America <http://lanic.utexas.edu/>, with comprehensive link pages for individual countries. For a quick overview of current developments in Latin American countries, see [www.americas.org](http://www.americas.org). You may also consult [www.zmag.org](http://www.zmag.org) or [www.wola.org](http://www.wola.org) or <http://www.coha.org/>. Organization of American States ([www.oas.org](http://www.oas.org)) has loads of information. For data and reports, see the Federal Reserve Bank of Atlanta's Latin American Research Group with excellent links [http://www.frbatlanta.org/econ\\_rd/larg/larg\\_index.cfm](http://www.frbatlanta.org/econ_rd/larg/larg_index.cfm), the UN Economic Commission for Latin America [www.eclac.org](http://www.eclac.org), and the Interamerican Development Bank [www.iadb.org](http://www.iadb.org). Additional Sources to learn about Latin America

Economist country briefings at: <http://www.economist.com/countries/>

BBC country briefings: [http://news.bbc.co.uk/1/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)

Library of Congress Country Studies for Latin America: [http://lcweb2.loc.gov/frd/cs/continent\\_americas.html](http://lcweb2.loc.gov/frd/cs/continent_americas.html):

**Attendance Policy:** Students are expected to come to class and to come prepared to discuss the readings.

**ADAPTS:** We strive to help every student succeed. (<http://www.adapts.gatech.edu/>)

**Honor Code statement:** You are responsible for understanding and avoiding plagiarism in your written work.

- *Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source."*  
*If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. Also*
- GT Honor Code at <http://www.honor.gatech.edu/plugins/content/index.php?id=9>