



Sommersemester 2017

***Seminar:* Latin American Political Development**

Dr. George Lambie

Anrechnung: BA-IB-ID2, BA-IB-S, MA-IB-WP-V
Teilnehmerzahl: max. 25
Unterrichtssprache: Englisch

Termine (Räume)

10.04.2017, 13:00-14:30 (SE-2/201)
12.04.2017, 16:40-18:10 (HSZ 204)
24.04.2017, 13:00-14:30 (SE-2/201)
26.04.2017, 16:40-18:10 (HSZ 204)
08.05.2017, 13:00-14:30 (SE-2/201)
10.05.2017, 16:40-18:10 (HSZ 204)
15.05.2017, 13:00-14:30 (SE-2/201)
17.05.2017, 16:40-18:10 (HSZ 204)
29.05.2017, 13:00-14:30 (SE-2/201)
31.05.2017, 16:30-18:10 (HSZ/204)
12.06.2017, 13:00-14:30 (SE-2/201)
14.06.2017, 16:40-18:10 (HSZ 204)
19.06.2017, 13:00-14:30 (SE-2/201)
21.06.2017, 16:40-18:10 (HSZ 204)

Einschreibung 20.03.2017– 09. April 2017 online unter:
<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/13744635904>

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Achtung: Es können sich vor Beginn des Seminars noch Termin-/Inhaltsänderungen ergeben. Informieren Sie sich bitte auf OPAL.

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Seminar Information

Description:

This seminar is intended to act as an introduction and background to Latin America with a view to understanding and interpreting the region's increasing significance in contemporary global political and economic relations. For example, China's growing interest in Latin America as a strategic and commercial partner. This information should be a useful asset for those wishing to have a better understanding of the region and are seeking careers particularly in politics, diplomacy, international business or finance, or have an interest in further research.

The seminar will begin with a historical background to Latin America, which is essential for understanding the region's political and economic trajectory. This will include such issues as: the Conquest of the Americas by Spain and Portugal, 19th and early – mid 20th Century attempts at nation building and autonomous development. Other topics will include: the economic, geographical and cultural diversity of the region; US foreign policy; the Cuba Revolution and its influence on the region shifting global forces with particular reference to the involvement of China and the recent challenge to this development from the US.

Learning Outcomes:

On successful completion of the course, students should have:

- a) An understanding of the main debates, theories and research linked to the topics studied.
- b) The ability to identify the main political and economic trends in the region and understand their implications for the future.
- c) An ability to understand political and economic processes that have shaped Latin American social relations and government.
- d) Sufficient knowledge and interest to pursue more detailed independent research on the region.
- e) An appreciation of the cultural, geographical and political diversity of the region and understand the implications of such differences for development.
- f) Sufficient knowledge and understanding of Latin America to be able to engage in academic or professional discussion with representatives from the region.
- g) The skills and confidence to present concepts and participate in debates on the region, based on tutorial experience in class.
- h) Through a multidisciplinary understanding of the region, be able to identify leverage points to assist administrative, business or diplomatic decision making.

Requirements

- a) Regular and active **attendance and participation**
- b) A **tutorial presentation** on one of the topics identified below in the eleven 'Tutorial/Discussions' . This will usually be undertaken as a member of a group with each individual addressing a different sub topic of the main subject. See below for tutorial subjects.
- c) An **academic essay** of between 3000-4000 words. The essay offers an opportunity to explore in more detail issues and topics introduced during the seminar allowing students to focus on their individual area of interest.
- d) **Assessment** – 1) Tutorial Presentation – **30%** of total 2) Essay – **70%** of total

Content and Teaching Programme

The seminar content will be delivered through the following structure:

- 14 single sessions of approximately 1.5 hours on Mondays and Wednesdays beginning on Monday 10 April 2017 and ending on Wednesday 21 June 2017.
- There will be Four Reading/Holiday Weeks to allow for tutorial preparation.
- There will be Six Lectures and Six Tutorials

Teaching Week One

Monday, 10.4.17, 13.00-14.30, Room SE-2/201

13.00 – 13:30 - Introductions and Questions

13:30 – 14:30 – Lecture One – 'The Conquest of the Americas'

Wednesday, 12.4.17, 16.40 – 18.10, Room HSZ 204

16:40 - 17:40 Documentary video on the Conquest of the Aztec Empire

17:40 – 18:10 Discussion on Conquest and video

Reading Week I – 17-23:4:2017 (no classes)

Teaching Week Two

Monday, 24.4.17, 13:00-14:30, Room SE-2/201

13:00 -13:30 Tutorial One - The Conquest of South America. Implications for the region and for Europe – see page 16 for details and reading

13:30 – 14:30 Discussion and tutorial evaluation

Wednesday, 26.4.17, 16:40 – 18:10, Room HSZ 204

16:40 – 18:10 – Lecture Two

Part One – ‘Latin America and Europe in the 19thC. Argentina: a case study in Comparative Advantage’

Part Two - ‘The post-Second World War development period. Argentina - The Peron Presidency: a case study in Structuralist Development’.

Reading Week II – 1-7:05:2017 (no classes)

Teaching Week Three

Monday, 8.5.17, 13:00 - 14:30, Room SE-2/201

13.00 – 13.30 Tutorial Two - Argentina: from its role in Britain’s ‘Informal Empire’ to Peron. Dependency to development – see page 17 for details and reading

13.30 – 14.30 Discussion and tutorial evaluation

Wednesday, 10.5.17, 16:40 – 18:10, Room HSZ 204

16.40 – 18.10 – Lecture Three

Part One – ‘The diversity of Latin America: Andean nations, Central America, the Caribbean’

Part Two – ‘Peru – seeking modernization in a nation with geographical, racial and cultural diversity’

Teaching Week Four

Monday, 15.5.17, 13:00-14:30, Room SE-2/201

13:00 – 13.30 – Tutorial Three (**Presentation only**) - Latin American diversity. The Caribbean, Central America and the Andean nations: Peru a case study of independent Latin American ideas – see page 18 for details and reading

13.30 – 14.30 - Lecture Four – ‘US foreign policy in Latin America’

Wednesday, 17.5.17, 16:40 – 18:10, Room HSZ 204 - **Holiday**

Reading/Holiday Week III – 22-28.05:2017 (no classes)

Teaching Week Five

Monday, 29.5.17, 13:00-14:30, Room SE-2/201

13:00 – 13.30 – Tutorial Four – US Foreign Policy in Latin America, see page 19 for details and reading

13.30 – 14.30 Discussion and tutorial evaluation

Wednesday, 31.5.17, 16:40 – 18:10, Room HSZ 204

16:40 – 18:10 Lecture Five

Part One – ‘The Cuban Revolution’

Part Two – ‘The development of the Revolution and its international role’

Part Three – ‘The collapse of communism and Cuba’s Latin American orientation’

Reading/Holiday Week IV – 5-11.06:2017 (no classes)

Teaching Week Six

Monday, 12.6.17, 13.00-14.30, Room SE-2/201

13:00 – 13.30 – Tutorial Five - The Cuban Revolution, see page 20 for details and reading

13.30 – 14.30 Discussion and tutorial evaluation

Wednesday, 14.6.17, 16:40 – 18:10, Room HSZ 204

16:40 – 18:10 Lecture Six – ‘China and Latin America’

Teaching Week Seven

Monday, 19.6.17, 13:00-14:30, Room SE-2/201

13:00 – 13.30 – Tutorial Six - ‘China and Latin America’, see page 21 for details and reading

13.30 – 14.30 Discussion and tutorial evaluation

Wednesday, 21.6.17, 16:40 – 18:10, Room HSZ 204

16:40 – 18:10 Course evaluation and essay topic advise and discussion

Indicative Reading List

General commentary

I am aware that your university does not specialise in Latin America and there may be few books and resources on the region available in your library. Where possible I will therefore provide weblinks to relevant material and access to some of my own notes, essays and publications. I accept that not all the materials on the reading list will be available. Please see tutorial guides for more specific guidance on reading.

While the above may be sufficient for course preparation and during our studies, I would expect individuals to consult further afield when they write their essays. I will be available to help with advice on reading, and in my own essay notes, articles and books you will find extensive bibliographies.

General Texts

- Chasteen, John, 2011. *Born in Blood & Fire: A Concise History of Latin America* (New York: W. W. Norton and Company).
- Hillman, Richard & D'Agostino, Thomas, (eds), 2011. *Understanding Contemporary Latin America*, (Boulder, CO: Lynne Rienner).
- Knippers Black, Jan, (Ed.) 2010. *Latin America: Its Problems and Its Promise: A Multidisciplinary Introduction* (Boulder, CO: Westview Press).
- Skidmore, Thomas & Smith, Peter, 2009. *Modern Latin America* (London: Oxford University Press).
- Williamson, Edwin, 1992. *The Penguin History of Latin America* (London: Penguin)

Books

- Bethell, Leslie (ed), 1987. *Cambridge History of Latin America* (Cambridge U.P.), especially volumes VI-VIII.
- Buffington, Robert (Ed), *Keen's Latin American Civilization: History and Society, 1492 to the Present* (Boulder, CO: Westview Press).
- Crow, Ben & Thorpe, Mary, 1988. *Survival and Change in the Third World* (Oxford University Press).
- Diamond, Larry et al., 1999. *Democracy in Developing Countries. Latin America* (Boulder, CO: Lynne Rienner).
- Falcoff, Mark & Dolkart, Ronald, 1975. *Prologue to Perón: Argentina in the Depression and War, 1930-1943* (Oakland, CA: University of California Press).

- Fernández Jilberto, Alex & Hogenboom, Barbara (eds) 2010. *Latin America Facing China: South-South Relations beyond the Washington Consensus*, Vol. 98 (Amsterdam: CEDLA Latin America Studies).
- Gallagher, Kevin & Porzecanski, Roberto, 2010. *The Dragon in the Room: China and the Future of Latin American Industrialization* (Redwood City, CA: Stanford University Press).
- Galeano, Eduardo, 1973. *Open Veins of Latin America* (New York: Monthly Review Press).
- Green, Duncan, 1993. *Faces of Latin America* (London: Latin America Bureau [LAB]).
- , 1995. *The Silent Revolution: The Rise of Market Economics in Latin America* (London: Latin American Bureau).
- Gwynne, Robert & Kay, Cristobal (eds.), 1999. *Latin America Transformed. Globalisation and Modernity* (London: Arnold).
- Kiely, Ray & Marfleet, Phil (eds), 1998. *Globalisation and the Third World* (London: Routledge).
- Lambie, George, 2010. *The Cuban Revolution in the 21st Century* (London: Pluto).
- Lambie, George & Hennessy, Alistair, 1994. *The Fractured Blockade: West-European Cuban Relations During the Revolution* (Basingstoke: Macmillan).
- Lockhart, James, & Schwartz, Stewart, 1998. *Early Latin America* (Cambridge U.P.).
- López, Juan, 2002. *Democracy Delayed: The Case of Castro's Cuba* (Baltimore, MD: Johns Hopkins U. P.).
- Marquez, G.G., 2010. *One Hundred Years of Solitude* (Harper Perennial Modern Classics).
- Munck, Ronaldo et al, 1987. *Argentina: From Anarchism to Peronism* (London: Zed).
- , 1989. *Latin America. The Transition to Democracy* (London: Zed).
- , 1984. *Revolutionary Trends in Latin America* (Montreal: McGill-Queen's University Press), Monograph 17.
- Payne, Anthony & Sutton, Paul (Eds), 1993. *Modern Caribbean Politics* (Baltimore, MD: Johns Hopkins University Press) pp. xii and 332
- Payne, Anthony & Sutton, Paul, 2001. *Charting Caribbean Development* (London: Macmillan for the University of Warwick and Gainesville, FL: University Press of Florida)
- Pendle, George, 1963. *Argentina* (Oxford: Oxford U.P.).
- Pérez, Louis, 1988. *Cuba: Between Reform and Revolution* (Oxford: Oxford U.P.).
- Petras, James & Morley, Morris, 1992. *Latin America in the Time of Cholera: Electoral Politics and Market Economics* (London: Routledge)
- Philip, George, 1978. *The Rise and Fall of the Peruvian Military Radicals 1968-1976* (London: Athlone Press).
- Robinson, William, 1996. *Promoting Polyarchy. Globalization, U.S. Intervention, and Hegemony* (Cambridge U. P.).

- , 2003. *Transnational Conflicts: Central America, Social Change and Globalisation* (London: Verso).
- , 2008. *Latin America and Global Capitalism: A Critical Globalization Perspective* (Baltimore, MD: Johns Hopkins University Press).
- Rock, David, 1975. *Politics in Argentina, 1890-1930: The Rise and Fall of Radicalism* (Cambridge U. P.).
- (ed.), 1975. *Argentina in the Twentieth Century* (London: Gerald Duckworth).
- Roman, Peter, 2003. *People's Power: Cuba's Experience with Representative Government* (Boulder, CO.: Westview Press).
- Scobie, James 1971. *Argentina: a City and a Nation* (London: Oxford U.P.).
- Thomas, Hugh, 1977. *The Cuban Revolution* (London: Harper and Row).
- Watson, Hilbourne (Ed), 1994. *The Caribbean in the Global Political Economy* (Boulder, CO: Lynne Rienner Pub.)
- Wiarda, Howard, & Kline, Harvey, 1990. *Latin American Politics and Development* (New York: Eyre & Spottiswood).
- Williams, Eric, 1970. *From Columbus to Castro: the History of the Caribbean, 1492-1969* (London: André Deutsch).

Articles

- Blackburn, Robin, 1963. 'Prologue to the Cuban Revolution', *New Left Review*, Oct: 52-90.
- Chinese Government (2008): 'China's Policy Paper on Latin America and the Caribbean' http://english.gov.cn/official/2008-11/05/content_1140347.htm.
- Greenwood, John & Lambie, George, 1999. 'Local Government in Cuba: Democracy Through Participation', *Local Government Studies*, vol.25, no.1 (Spring): 55-74.
- Lambie, George, 1983. 'The Failure of Perón's Economic Policies in the Immediate Post-war Years: A Case of Internal Mismanagement or International Manipulation?', MA Dissertation, University of Liverpool [unpublished].
- , 1998. 'Cuban - European Relations: Historical Perspectives and Political Consequences', Occasional Papers, *Cuban Studies Association*, University of Miami, vol. 3, no.4: 1-38.
- , 1999. 'Reinforcing Participatory Democracy in Cuba: An Alternative Development Strategy', *Democratisation*, Vol. 6, No.3, Autumn: 30-61. Winner of the Frank Cass Prize.
- , 2000. 'Intellectuals, Ideology and Revolution: The Political Ideas of César Vallejo', *Hispanic Research Journal*, vol.1, no. 2, June: 139-169.
- , 2006. 'The Changing Political Economy of Latin America: From Laissez Faire to Neoliberalism and Beyond', *Consortium for Latin America Business Schools* (CLADEA), conference entitled Latin America and

- Europe: Opportunities and Challenges, held in Montpellier, France, September. Selected 'Very Best Paper' out of 350 submissions. Published in the CLADEA journal 2007.
- , 2009. 'Globalisation and the Cuban Revolution in the 21st Century', *European Review of Latin American and Caribbean Studies*, 86, April: 63-77.
- , 2009. 'The Cuban Military and Society', paper presented at the *Center for Strategic and International Studies* (CSIS), conference entitled, 'Cuba's Armed Forces and Security Apparatus', Washington D.C., 5 February.
- Ocampo, Jose, 1990. 'New Economic Thinking in Latin America', *Journal of Latin American Studies* 22: 168-81.
- Portes, Alejandro & Hoffman, Kelly, 2003. 'Latin American Class Structures: Their Composition and Change During the Neoliberal Era', *Latin American Research Review*, 38(1):41-82.
- Raby, Diana, 2005. 'From Formal to Participatory Democracy: Venezuela Under Chávez', paper presented at the *Society for Latin American Studies* Conference, Derby.
- Robinson, William, 1995. 'Pushing Polyarchy: the US- Cuba Case and the Third World', *Third World Quarterly*, vol. 16, no. 4: 643-659.
- , 1996. 'Globalisation: Nine Theses on our Epoch', *Race and Class*, 38,2: 13-30.
- , 1998/99. 'Latin America and Global Capitalism', *Race and Class*, 40, 2/3.
- , 2001. 'Transnational Processes, Development Studies and Changing Social Hierarchies in the World System: a Central American Case Study', *Third World Quarterly*, vol. 22, no.4: 529-563.
- , 2002. 'Remapping Development in the Light of Globalisation: From a Territorial to a Social Cartography', *Third World Quarterly*, vol.23, no 6: 1047-1071.
- , 2004. 'The Crisis of Global Capitalism: How it looks from Latin America', *Transnational Institute*, Global Crisis Seminar, 17-18 Feb. www.tni.org/globcrisis-docs/robinson.pdf.
- , 2000. 'Social Movements and Global Capitalism', in Roberts, J. & Hite, A, (eds), *From Modernization to Globalization* (London: Blackwell).
- Weisbrot, Mark, et al. 2001. 'The Emperor Has No Growth: Declining Economic Growth Rates in the Era of Globalisation', *Center for Economic and Policy Research*, Washington DC.

Journals

Bulletin of Latin American Research

Contemporary Politics

Journal of Latin American Studies

Journal of World-Systems Research

Latin American Perspectives

Latin American Research Review

New Internationalist

New Political Economy

Race and Class

Report on the Americas (NACLA)

Third World Quarterly

Video Links

Conquistadors 1 – Michael Wood

<http://www.youtube.com/watch?v=-zt68Eestn4>

Aguirre: the Wroth of God – German

<http://culturequote.wordpress.com/aguirre-der-zorn-gottes-english-subtitles/>

Yrigoyen and the first Radical government

<https://www.youtube.com/watch?v=lj94RjbWFKM>

Documentary in Spanish on Peron -

https://www.youtube.com/watch?v=_gy0Pd9W4yE [26mins]

Short clip, images of Peron - <https://www.youtube.com/watch?v=u2r9GpbybUc>
[1.5 mins]

Peron speaking on the economy -

<https://www.youtube.com/watch?v=OFX47QLcOZE> [12.5 mins]

Tutorials

Issues to be addressed, notes and reading

Tutorial Presentations

Presenting in a tutorial – Presentations will be given by 1-3 students depending on class size and number of tutorials

Notes on OPAL - After each lecture a set of related notes will be submitted to OPAL for everyone to read in preparation for the following tutorial. Presenters however are expected to undertake additional reading.

Presentations will last for between 20-30 minutes followed by group discussion.

Focus - The presenter/presenters may address all questions but may wish to concentrate on 2-4 in which they give more detailed answers.

Reading – Non presenters are expected to read before the tutorial at least the OPAL notes and something from the tutorial reading list. Taking information from other sources is also encouraged.

Tutorial One

'The Conquest of South America. Implications for the region and for Europe'

Guideline Topics for discussion:

- i. What factors in Europe in the 15th Century influenced Columbus' voyage that led to the 'discovery' of the Americas?
- ii. How did the Northern European colonization of North America differ from the Spanish and Portuguese colonization of South America?
- iii. What was the impact of Conquest on the indigenous peoples of South America?
- iv. How was slavery and sugar production introduced into the Americas?
- v. What benefits did the Conquest and its aftermath bring to Spain and Europe?
- vi. Question of choice

Suggested Reading

Tutorial notes plus, where available:

Chasteen, John, 2011. *Born in Blood & Fire: A Concise History of Latin America* (New York: W. W. Norton and Company).

Lockhart, James, & Schwartz, Stewart, 1998. *Early Latin America* (Cambridge U.P.).

Galeano, Eduardo, 1973. *Open Veins of Latin America* (New York: Monthly Review Press). Relevant sections

Bethell, Leslie (ed), 1987. *Cambridge History of Latin America* (Cambridge U.P.), especially volumes VI-VIII. Relevant sections.

Web links

Aztec account of the Conquest

http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/mexica_tlxcala.pdf

Spanish account of the Conquest

http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/casas_destrucion.pdf

Conquest of the Incas -video

http://www.dailymotion.com/video/x12mcd_r_conquistadors-episode-2-the-conquest-of-the-incas_shortfilms

Slavery & Africa -

http://www.bbc.co.uk/history/british/abolition/africa_article_01.shtml

Colonial Latin America - <http://historicaltextarchive.com/latin/colonial.pdf>

Tutorial Two

'Argentina: from its role in Britain's 'Informal Empire' to Peron. Dependency to development'.

Guideline Topics for discussion:

- i. What form did Argentina's 'special relationship' with Britain take in the 19th Century?
- ii. What do you understand by 'comparative advantage' as an economic theory and how did this work in Argentina?
- iii. Explain why Argentina, despite its economic success, reached an impasse in economics and politics by the 1930s.
- iv. How did Peron come to power in Argentina?
- v. What were the objectives of Peron's 'Five Year Plan'?
- vi. What do you understand by 'structuralism' as a developmental model?
- vii. Why did Peron's strategy fail?
- viii. Question of choice

Suggested reading:

OPAL notes plus, where available:

- Falcoff, Mark & Dolkart, Ronald, 1975. *Prologue to Perón: Argentina in the Depression and War, 1930-1943* (Oakland, CA: University of California Press).
- Lambie, George, 1983. 'The Failure of Perón's Economic Policies in the Immediate Post-war Years: A Case of Internal Mismanagement or International Manipulation?', MA Dissertation, University of Liverpool [unpublished].
- Munck, Ronaldo et al, 1987. *Argentina: From Anarchism to Peronism* (London: Zed).
- Pendle, George, 1963. *Argentina* (Oxford: Oxford U.P.).
- Rock, David, 1975. *Politics in Argentina, 1890-1930: The Rise and Fall of Radicalism* (Cambridge U. P.).
- (ed.), 1975. *Argentina in the Twentieth Century* (London: Gerald Duckworth).
- Scobie, James 1971. *Argentina: a City and a Nation* (London: Oxford U.P.).
- Skidmore, Thomas & Smith, Peter, 2009. *Modern Latin America* (London: Oxford University Press).

Tutorial Three

'Latin American diversity. The Caribbean, Central America and the Andean nations: Peru a case study of independent Latin American ideas'.

Guideline Topics for discussion:

- i. How does the historical experience of the Caribbean differ from the rest of Latin America?
- ii. What has prevented Central America from forming a viable union to represent its interests?
- iii. What aspects of the Caribbean and Central America distinguish these regions from South America?
- iv. Explain the impact of modernization on Peru in the late 19th -20th centuries.
- v. What were the political objectives of Víctor Raúl Haya de la Torre and José Carlos Mariátegui and how did they differ?
- vi. Question of choice

Suggested Reading:

OPAL notes on Peru plus, where available:

Payne, Anthony & Sutton, Paul (Eds), 1993. *Modern Caribbean Politics* (Baltimore, MD: Johns Hopkins University Press) pp. xii and 332

Payne, Anthony & Sutton, Paul, 2001. *Charting Caribbean Development* (London: Macmillan for the University of Warwick and Gainesville, FL: University Press of Florida) pp. x and 284.

Watson, Hilbourne (Ed), 1994. *The Caribbean in the Global Political Economy* (Boulder, CO: Lynne Rienner Pub.)

https://en.wikipedia.org/wiki/History_of_the_Caribbean

https://en.wikipedia.org/wiki/History_of_Central_America

Tutorial Four

'US Foreign Policy in Latin America'

Guideline Topics for discussion:

- i. What do you understand by the 'Monroe Doctrine'?
- ii. After the conquest of the Western frontier, and the protectionist domestic economic expansion of the second half of the 19th Century, the US began to expand its interests into the hemisphere. Discuss
- iii. What form did US policy towards Latin America take after the Second World War?
- iv. Was the tough line taken by the US against Communism in Latin America in the post-war years justified?
- v. Why were dictators sometimes supported by the US in Latin America up to the 1980s. How did this serve US interests ? Give examples.
- vi. How did US policy to Latin America change with the rise of neo-liberalism?

Suggested reading:

Molineu, Harold, 1990, *U.S. Policy Toward Latin America: From Regionalism to Globalism* (Boulder, Col.: Westview Press)

Morley, Morris, 1987. *Imperial State and Revolution: The United States and Cuba 1950-89* (Cambridge University Press). Chapter One, 'The US Imperial State: Theory and Historical Setting'

Pastor, Robert, 2001. *Exiting The Whirlpool: U.S. Foreign Policy Toward Latin America and the Caribbean* (Westview Press).

Skidmore, Thomas & Smith, Peter, 2009. *Modern Latin America* (London: Oxford University Press). Chapter Eleven, 'Latin America, The United States and the World'

Websites

Humphrey, Hubert, 1964. 'US Policy in Latin America' (Foreign Affairs). A historical analysis from a US perspective.

<http://www.foreignaffairs.com/articles/23616/hubert-h-humphrey/us-policy-in-latin-america>

Sabet, Shayda 2013. US Foreign Policy in Latin America. E-International Relations. <http://www.e-ir.info/2013/06/14/us-foreign-policy-in-latin-america/>

Fryer, Wesley, 1993. 'Defining and Refocusing US Policy Toward Latin America'. <http://www.wesfryer.com/uslapolicy.html>

Tutorial Five

'The Cuban Revolution and Latin America'

Guideline Topics for discussion:

- i) What were the main causes of the Cuban Insurrection in 1959?
- ii) What were the main objectives of the Revolution in the 1960s and 70s?
- iii) What was the impact on Cuba of the collapse of communism?
- iv) Why and how did Cuba seek to integrate its revolution with Latin America in the 1990s and early 21st century
- v) What are the prospects for the Cuban Revolution today?

Suggested reading

Blackburn, Robin, 1963. 'Prologue to the Cuban Revolution', *New Left Review*, Oct: 52-90.

Lambie, George, 2009. 'Globalisation and the Cuban Revolution in the 21st Century', *European Review of Latin American and Caribbean Studies*, 86, April: 63-77.

Sklair, Leslie 1998. 'Social Movements and Global Capitalism'
http://autonomousuniversity.org/sites/default/files/Sklair_Social-Movements-and-Global-Capitalism.pdf

Muhr, T., 2010. 'Venezuela and the ALBA: Counter-hegemonic regionalism and higher education for all', http://www.scielo.br/pdf/ep/v36n2/en_a13v36n2.pdf

Robinson, William, 2007. 'Transformative Possibilities in Latin America'
<http://escholarship.org/uc/item/64s0f9j0#page-1>

Tutorial Six

'Chinese foreign policy in Latin America'

Guideline Topics for discussion:

- i) Explain briefly China's historical involvement in Latin America and the nature of the Chinese communities in the region.
- ii) When did Latin America begin to appear on China's contemporary foreign policy agenda?
- iii) Describe the forms in which China is engaging in Latin America.
- iv) What would you see as China's main policy and economic interests in the region?
- v) How would you explain the omission of China from the North American led Trans Pacific Partnership and what might the consequences of this be?
- vi) What is Russia's interest in Latin America and does this reflect the growing collaboration between Beijing and Moscow?

Suggested reading:

Gallagher, Kevin & Porzecanski, Roberto, 2010. *The Dragon in the Room: China and the Future of Latin American Industrialization* (Redwood City, CA: Stanford University Press).

Fernández Jilberto, Alex & Hogenboom, Barbara (eds) 2010. *Latin America Facing China: South-South Relations beyond the Washington Consensus*, [Vol. 98 \(Amsterdam: CEDLA Latin America Studies\)](#).

Chinese Government (2008): 'China's Policy Paper on Latin America and the Caribbean'. http://english.gov.cn/official/2008-11/05/content_1140347.htm.

<http://uk.businessinsider.com/statistics-on-chinas-investment-abroad-2015-2?r=US>

Introductory Essay on Latin America

Latin America: Geographical and Cultural Definitions

We usually use the term America to refer to the United States, but technically America is the continent that begins in the Arctic north with Alaska/Canada and ends just short of the Antarctic south in Chile/Argentina. It is less confusing therefore to refer to the 'Americas', North, Central and South. North America ends at the Rio Grande River which divides the US from its southern neighbour Mexico. Mexico is usually regarded as being in Central America which also includes those smaller mainland nations that border on the Caribbean and reach as far as the frontiers of Colombia and Venezuela. These last two nations mark the beginning of South America which ends with Argentina and Chile.

Latin America can be loosely defined as all those countries in the 'Americas' south of the Rio Grande River which divides the United States from Mexico. The prefix Latin is used because Central and South American countries have been influenced by European Latin culture and today speak modern Latin languages, principally Spanish and Portuguese. Although many immigrants to North America came from southern European countries with Latin based languages, the main flow of settlers was from northern Europe, and English became dominant. What is today North America and Canada were also, of course, former British colonies. While European languages and culture are dominant in Latin America, in those countries where a significant proportion of the population are descendants of the pre-Columbian (before the arrival of Columbus in 1492) civilisations (Aztec, Inca, Maya, etc), native languages (Nahuatl, Quechua, Aymara etc) are spoken.

When Columbus first arrived in the Americas he thought he had reached India, or the Indies, by a western route and therefore called the locals 'Indians', a name which seems to have stuck. Although a convenient term to refer to the pre-Columbian civilisations of the Americas in general, it is not only inaccurate but also does not reflect the complexity and diversity of the descendants of the civilisations that inhabited the Americas before the arrival of Europeans.

Within Latin America there are a number of regions/countries with distinct geography, culture, history and levels of economic development.

Mexico, the most northern country in Latin America, has perhaps the greatest diversity of geography, culture and socio economic factors and represents all the main features of the area. It has deserts, jungles, high mountains, an indigenous Indian population (mostly descendants of the Maya and Aztec civilisations), extremes of wealth and poverty and of backwardness and modernity. In Mexico City, the capital, and major cities like Puebla there are modern industries making

cars and computers, while in the shanty towns of Mexico City and in some rural areas people are poor and have few life chances. Mexico City with its population of about 25 million (more than the total population of Canada) is also the largest city in the world.

Central America, is composed of a number of small countries comprising Guatemala, Nicaragua, Honduras, El Salvador, Costa Rica, Belize and Panama. This is perhaps the poorest and most underdeveloped area in Latin America, although there are pockets of modernity and development in some of the major cities. Most of these countries have a large Indian population, mainly descended from the Maya civilisation. It is also an area, which has suffered particularly from repression and dictatorship.

To the East of Mexico and Central America are numerous islands, mainly composed of the two island chains of the Greater and Lesser Antilles which is loosely called **the Caribbean**. This perhaps should not be included in Latin America, because although it was in this area where Columbus first landed soon after the Spanish conquest, many of the islands were seized from Spain by northern European countries; the English, the Dutch, and the French islands are profoundly affected by their colonial past in their development and culture. In Jamaica English is the first language, in Haiti French and Puerto Rico is all but in name a US state. Cuba, the largest island in the Caribbean, however does have Spanish as its main language and identifies, especially since the Insurrection of 1959, with Latin America. Very few, if any, pure indigenous peoples have survived the process of European colonisation in the Caribbean.

The most southerly country in Central America is Panama after which begins the mainland of **South America** that can be loosely divided broadly into three main areas: i) the Andean countries of Colombia, Ecuador, Peru and Bolivia; ii) the Southern Cone consisting of Argentina, Chile, Paraguay and Uruguay; iii) Brazil, the largest country in Latin America, whose population speaks Portuguese, and has a Portuguese rather than a Spanish cultural heritage. Besides these main areas there are in the North, Venezuela, Guyana, Surinam and French Guyana. The last three are small countries, which culturally and historically perhaps have more in common with the Caribbean than South America. The same is true of the northern part of Venezuela, but its western and southern provinces share similarities with respectively, the Andean countries and Brazil.

The **Andean countries** as the name suggests are geographically dominated by the Andes chain of mountains which runs from Tierra del Fuego at the tip of the Southern Cone to northern Colombia. One might ask why Chile and Argentina are not included as Andean countries when the Andes forms the border between them? The difference lies in that while Chile and Argentina are divided by the high peaks of the Andes, they do not have vast mountain areas like the Andean

countries where whole provinces are in mountainous areas, of which the largest is the Peruvian/Bolivian 'altiplano' at whose centre is the world's highest navigable lake, Titicaca. Andean countries have large Indian populations (mainly descendants of the Inca civilisation) some of whom still continue to speak their native languages, and as far as possible adhere to their traditional cultures. In Bolivia the majority of the population is pure Indian, but in other Andean countries the mestizo (people of mixed race between white settlers and indigenous people) section of the population form the majority. Although there is no official apartheid policy, social class tends to be divided along racial lines; the whites of Spanish and European descent are normally the elites and professional middle class, the mestizos the lower middle class and semi-skilled workers and the Indians remain the poorest group and suffer from economic, social, cultural and racial discrimination. Andean countries tend to have harsh inhospitable geographical and climatic conditions. Peru for instance has a dry desert coast, a cold 'altiplano' in the centre and virtually impenetrable jungle in the east.

Brazil is mainly covered by vast savannah in the east and centre and jungle in the west. It is a huge country with much fertile land. Unfortunately land distribution is very unequal and large ranchers dominate the countryside and tend to rear cattle, which is a poor use of land. Cities like Rio de Janeiro and Sao Paulo have sophisticated industrial centres and Brazil itself is a major exporter of industrial and manufactured goods. Brazil is the world's fifth largest industrial nation, but it is also the world's most unequal society with huge differences between rich and poor. Brazil has great cultural diversity, which includes the descendants of black slaves who were brought to work on the sugar plantations, an indigenous population (a few still live as independent tribes in the jungle), descendants of Europeans and many more. Again because of miscegenation (the mixing of different racial and ethnic groups) the majority of the population are 'mestizo'.

The Southern Cone countries (Uruguay, Argentina, Chile, Paraguay) especially Argentina and Chile, are the most developed and the most European countries in Latin America. In the 1810s-20s, at the time of the Wars of Independence against Spain, Argentina was only very sparsely populated, partly because the Spanish centres of Colonial power had been further north in Peru and Mexico, and because there were no sedentary Indian populations as in the Andean countries, Central America and Mexico. After many years of restrictive Colonial rule, which forced Latin American nations to trade almost exclusively with Spain, independence allowed them to seek new trading relations with economically more advanced northern Europe. Northern European countries saw the advantage in this new trading opportunity and invested heavily in Latin America, particularly Argentina and Chile. The huge open 'pampas' of Argentina provided a perfect temperate climate to grow wheat and rear cattle, both of which were in great demand as Northern Europe industrialised. In exchange Europeans provided the technologies of the industrial revolution; railways and manufactures. All Argentina needed to

develop was a population, and in the second half of the 19th century and the first decades of the 20th, Argentine governments encouraged European immigration, and in some respects competed with the United States for immigrants. A similar process happened in Chile, but nitrates and copper became the main exports.

The Southern Cone countries, except for Paraguay, therefore have only very small indigenous populations and are very European both racially and culturally. Their economies are also more complex and integrated than most of the rest of Latin America, but they still suffer, or have suffered, from many of the problems that are common to the area such as inequality, poverty and dictatorship.

Latin America – Political Economy: from Colonialism to Globalisation

The periodisation suggested in the following study accords loosely with Robinson's (1996) four epochs. Although most of the following analysis is based on the experiences of Latin American and Caribbean countries, much is also relevant to Less Developed Countries (LDCs) in general.

By chance Latin America and the Caribbean were first connected to modernising mercantile Europe through one of the weakest and most backward of European nations at that time, Spain. Columbus arrived in the Americas in 1498 immediately after the end of the 700-year 'reconquest' against the Moors. While much of the rest of Europe was experiencing significant economic and social changes that were breaking up medieval and feudal structures, Spain was still embedded in a medieval religious crusade which produced a society of war, conquest and underdevelopment underpinned by crusading Catholicism. The arrival of the *conquistadores* in South America and the Caribbean was a kind of extension of the 'reconquest', in which the capture of territory, the looting of riches, and the subjugation of defeated enemies to the victor's primitive economic needs and religious beliefs were more important than any concept of early capitalist style development. This is in sharp contrast to the mainly Northern European settlers in North America whose economic, social and religious backgrounds were formed in an emerging mercantile and market orientated environment. In North America the settlers also encountered *nomadic indigenous peoples* who they drove from their land and pushed to the edges of an ever-expanding frontier, while the Spaniards subjugated large *sedentary civilisations* like the Aztec and the Inca to serve their economic needs. These differences had profound consequences for the development of each region.

Spain's primitive exploitation of South America, particularly its expropriation of precious metals like gold and silver, was used to finance lavish domestic

investments and a competitive military and territorial campaign in Europe. This injection of capital into Spain did not bring about much modernising development but its over-spill into the rest of Europe provided an important source of capital accumulation that stimulated an already existent process of expanding production and exchange. Further injections of capital into Europe came from state supported piracy principally by Britain against Spanish treasure fleets, and the introduction of slavery and sugar, first by the Portuguese in Brazil and later by the Northern Europeans in the Caribbean (Crow & Thorpe 1990). Sugar and slavery became the first truly international capitalist enterprise (though not a capitalist form of production) and created significant wealth for Europe.

Long before independence in the 1820s, Creole elites (those of Spanish or Portuguese descent who had lived in the region for generations and identified themselves as Latin Americans) desired to establish commercial links with modernising Europe and escape from their restrictive relations with Spain. But after independence Latin America, as the Liberator Simon Bolivar had predicted, became ungovernable with warring Creole factions vying for power. However by mid century Latin American countries began to stabilise and establish links with the world economy (mainly Europe) through raw material exports such as 'guano', nitrates, rubber, coffee etc and later agricultural commodities like sugar, wheat, beef, bananas etc. These early articulations with the world economy were usually fragile and unreliable and produced cycles of boom and slump with concomitant social and political instability. During this period, which lasted up to around the 1950s, it was principally the conservative authorities that were the inheritors of the old colonial order that remained in charge and provided the vital link with foreign capital and markets. These 'oligarchies' sometimes allowed emergent middle classes to hold political power but they almost invariably held onto economic power.

Although some useful generalisations can be made when referring to the region as a whole, and it is possible to identify common trends, it must be remembered that there were vast differences in the experiences of a country like Argentina with high levels of social, political and economic development and an Andean nation like Peru that suffered from a series of geographical, racial, economic problems that impeded modernisation. There was also a stark contrast between a dynamic sugar producer like Cuba and a sleepy backwater such as the Central American country, Honduras.

The expansion of production for world markets, stimulated by foreign investments, led to a period of infrastructural development and nation building. There is perhaps no clearer case of externally linked development than Argentina, that imported capital (foreign investments), industrial goods and even European labour and exported mainly wheat and beef. So closely was Argentina linked to Britain, from about the 1860s to 1940s, that it was regarded as part of the 'informal empire'.

However while coastal Argentina and parts of several other Latin American nations enjoyed aspects of western style modernity because of their level of integration with the world economy, much of the region languished in a state of rural semi-feudalism, which although connected directly or indirectly to the agro-export economy, retained pre-capitalist economic and social conditions. Attempts to wrest power from the oligarchy and bring about bourgeois style revolutions were largely frustrated by a triple alliance of foreign imperialism, domestic armies and the internal power of the oligarchy. However pressure for change came after the Second World War, not just from internal forces but also from the international economy. The post-war consensus, at least among the great powers, supported a Keynesian style programme of state led economic management that emphasised national development, social welfare and limited wealth redistribution. Internationally this system was protected by semi-fixed exchange rates, restrictions on the movement of speculative private capital and trade agreements. Although LDCs were not given membership of this exclusive club and faced damaging exclusions from trade pacts, protectionism and in some cases, especially in Latin America, direct imperialist manipulation, it was generally accepted that they were entitled to undertake state-led development. Moreover it was understood that development processes needed be nurtured and protected because many sectors in LDC economies could not compete in international markets. Indeed one of the conditions of obtaining a World Bank loan was that LDC governments were required to demonstrate how such funding would support their national development plan. It was also assumed that economic development should be given priority over political democracy.

One of the key instruments to promote LDC development was import substitution industrialisation (ISI) through which domestic industries, that were relatively inefficient in world market terms, were encouraged to produce goods domestically to 'substitute' foreign imports and reduce expenditure on imports (Kay 1989). While the export of primary products to the expanding industrial nations remained important, in the post-war period domestic development allowed for the emergence of new economic activities linked to the local economy. This, along with improvements in education and the growth of state sector employment, led to the rise of small, modern, middle classes that put increasing pressure for reform on the traditional agro-export oligarchies. However, Perón in Argentina in the 1950s, Velasco in Peru in the 60s, Allende in Chile in the 1970s all failed to bring about a restructuring of society in which the emergent middle and working classes could gain more control of the economy and society. Radical revolutionary movements, which spread considerably after the success of the Cuban Revolution in 1959, also failed to capture significant political power, except for the Sandinistas in Nicaragua in 1979.

Although the oligarchies of the region faced some challenges in the post-war period, especially those backward elements among them linked to semi-feudal

forms of production, the more dynamic groups that were modernising their agro-export business or diversifying into new economic activities were able to hold onto economic power. This small social class, which was essentially a relic of the Colonial period, was accepted and even preferred by foreign powers because they continued to serve international demands for raw materials, they presided over expanding markets for western technology and consumer goods and, with the help of the military, prevented radical change. However during the 1960s and 70s foreign capital began to diversify from raw material and infrastructural investment into manufacturing and assembly work to take advantage of low labour costs. This change put further pressure on domestic capital to become integrated with international market orientated economic activity and began to erode the ISI model.

The beginning of the end for the ISI model came with the oil price rises in the 1970s. This led to huge amounts of petro-dollars being sent to London's Eurodollar Market (a free market for dollar transactions outside of the jurisdiction of the US). Developing countries, many of which had their imports massively cut because they were paying more for oil, decided to engage in 'debt led growth'. Loans to support this strategy were available from the private London Banks engaged in the Eurodollar Market, which at that time were awash with dollars. Officially this capital was borrowed by LDCs to stimulate domestic growth, but in reality most of these new resources were squandered on currency exchange scams and to fuel massive capital flight, which greatly enriched sections of the bourgeoisie. From 1973 to 1987 capital flight from Latin America amounted to \$151 billion, or over 40 percent of the total foreign debt Latin American countries acquired during the same period. Venezuelan elites were even more enthusiastic to shift their money abroad than their Latin American counterparts, and sometimes their foreign investments exceeded capital inflows into the country. This tendency strengthened the links of the elites with transnational capital as their Swiss bank accounts, Miami real estate or investments in foreign securities became more important than domestic assets and economic interests. Latin American investors were also attracted by the raft of measures that were launched by the US in the 1980s to attract foreign capital investment to compensate for the huge budget deficit. Among these of particular interest were a set of 'targeted' Treasury bonds that were issued directly into the Eurobond market that could be purchased anonymously (Helleiner 1994:149). This was an ideal opportunity for drug barons and those engaged in exporting capital abroad to make discreet investments.

As capital flight continued, its negative effects were compounded by huge debt repayments to the western creditor banks. In addition to \$100 billion of capital flight, Latin America transferred some \$150 billion to the industrial West from 1982 to 1987 (Chomsky 1992: 215-43). As the International Monetary Fund (IMF) brought many of the debtor economies under the control of Structural Adjustment Programmes (SAPs), and neo-liberal governments implemented the required

economic disciplines, including privatisations, currency deregulation and a whole raft of other measures to open up the economy to international markets, the transnationalising elites were given a further boost. In a wider strategy the International Financial Institutions (IFIs) of the supranational global economy including the IMF, the World Bank, the Inter American Bank and the US Agency for International Development (USAID) collaborated to push debt-ridden Latin America to seek an outward orientation to solve its problems.

Particularly in the case of Central America, in the 1970s and 80s the backward (non-modernising) sections of the oligarchy were challenged by popular social movements that sought to step into the space left by weak middle classes that had failed to challenge the dominant structure. But these radical social movements were contained by a combination of internal repression and significant support for reactionary elements by the United States. Popular movements helped to destroy the old oligarchic structures but ironically in failing to gain power or bring about a radical social transformation once in power, they served to clear the way for the rise of new right-wing groups composed predominantly of (technocratic) elements of the oligarchy who wanted to take advantage of new global market forces that were encroaching on the region (Dore and Weeks 1992). These new elite groupings were willing to subsume their traditional agro-export and domestic industrial base to a process of competitive insertion in the global economy. In Latin America and the Caribbean generally similar processes were taking place as SAPs and IFIs were reorienting economies towards global markets. The region's previous associations with semi-capitalism, semi-feudalism, forms of non-market integrated subsistence and expansion in domestically contained economic activity such as ISI production, are being rolled back as economies abandon their specific nation state phase of development and all sectors of society are increasingly drawn into the circuits of global capitalism.

This new economic trend in the region, stimulated by debt and structural adjustment, led to an emphasis of 'export led development' (ELD) as opposed to 'import substitution industrialisation' or 'debt led growth' that had existed in earlier periods. From the mid 19th Century to the 1930s Latin American countries had concentrated principally on some form of 'export led development', but this earlier model had been based on a rather simple exchange of primary products for manufactured goods and infrastructure investments. In contrast ELD in its latest manifestation represents a far more complex and diverse articulation with a highly integrated global system and concomitant implications for political and class structures. Typical new or redirected areas of economic activity include *maquiladora* production (factories using labour intensive production for international markets, located in low cost areas e.g. Northern Mexico and Central America), transnational services such as tourism and finance, speciality non-traditional agricultural exports such as exotic fruit and flowers and the growing

importance of cash remittances from family members living abroad (Robinson 2001:539).

Maquiladora production with its orientation to global markets is increasingly replacing ISI forms of economic activity. In Central America and Mexico *maquiladoras* are geared particularly towards garment manufacture, as multinationals seek low wage locations for this labour intensive production and near to a major global market, the US. Robinson (2001:542) estimates that *maquiladora* production in Central America accounted for around 13% of the total value of regional exports by 1996.

Also in Central America while traditional agro-exports such as coffee and bananas continue to dominate the agricultural sector, they are rapidly being replaced by non-traditional exports. For the whole region *maquiladora* production and new agro-exports now account for approximately 50% of all export earnings (Robinson 2001: 543). These specialist agricultural export products are feeding into niche global markets which reflect the demand of high income groups for all year round exotic fruits, gourmet products and speciality foods that are becoming available at middle class supermarkets. Class differences in food consumed, which now takes the form of global tastes rather than national level preferences, is creating a new ever expanding market for luxury non-staples. Food production is increasingly coming under the control of transnational agribusiness, which like its manufacturing counterpart seeks global sourcing strategies to meet cost of production criteria and market demand. As transnationals gain control of food production and distribution (including genetic manipulation of seeds to gain higher levels of commercial advantage), packaging, transport and point of sale, local producers are either incorporated as co-opted producers or driven out of business.

Non-traditional agricultural exports not only require global markets but also more globally linked structures of production than traditional exports, including higher levels of financing, complex inputs like specialist seeds (genetically modified), chemical fertilisers, pesticides and agricultural equipment as well as specialised procedures in planting, maintenance, harvesting and packing, all of which are dependent on some form of external technical input. This combination of factors of production is in turn dependent on sophisticated transport and marketing strategies to ensure effective delivery and profitability. Although local capitalists can participate in this process through provision of land, basic infrastructure, local credit and financing, and backward linkages to domestic labour supply, the whole process is dependent on external global collaboration. Combined with deregulated penetration of staple food crops such as wheat and maize into low-income economies, domestic subsistence and food production structures are increasingly becoming undermined as they are drawn into new (global) market dependant forms of organisation.

Tourism is another expanding economic activity in Latin America that is linked to global market integration. Advances in transport, communications, technology and globalised standards of hospitality and accommodation have served to link LDCs in general to the tourist market in new and diverse ways. 'Sun and sand' tourism is still an important mainstay of the industry, but 'new tourism' catering for niche interests linked to sport, environment, etc., along with business, conference and professional tourism are the most rapidly expanding areas (Mowforth & Munt 1998). This sector like other new sectors requires extensive linkages in the global system and the participation of foreign partners who are often able to siphon off most of the profit.

A further important source of income for LDCs is through the export of labour and the remittances that foreign workers send back to their home countries. In Latin America and particularly Central America the political upheavals of the 1980s, along with poverty, forced many people to seek work abroad, especially in the United States. Having left behind family and friends, these expatriate workers send home money which now amounts to a significant contribution to their native country's external revenues. For example, remittances entering the El Salvadorian economy in 1995 were its principal source of foreign exchange earnings and in Central America generally this form of inward capital has contributed to macro-economic stability (Robinson 2001:546).

All the above productive and economic factors are serving to change class and social forces and restructure labour in line with global market demands.

Over the past decade China has taken an increasing interest in Latin America mainly to benefit from the region's huge resources of raw materials and primary products. While this new emerging economic and trading relationship is gaining in strength, with some claiming a 'win-win' situation for both sides, China's entry into what has been seen from the end of the Second World War as North America's 'backyard', is now causing political tensions. European Union sanctions on Russia have also led to Moscow taking a growing interest in the region as a supplier of primary products. To add to this, the 'B' in BRICS is Brazil which creates a further eastern and developing nation orientation away from the US and its Western partners. These developments have considerable importance for the region and impact on strategic alignments which are being played out on the international stage.

George Lambie (2017)

Suggested Essay Topics

- 1) Why were groups of hundreds of Spanish Conquistadors able to defeat civilisations of millions of indigenous Americans (Latin)?
- 2) What is the legacy of Spanish Colonialism in Latin America?
- 3) How did the conquest of the Americas help to stimulate European development?
- 4) Why did Simon Bolivar believe that governing Latin America was like 'ploughing the sea'?
- 5) Mid to late 19th Century Latin America was associated with 'boom and bust' economics. Explain this phenomenon and provide a case study.
- 6) Why had Argentina's political economy come to an impasse by 1930 and what solutions were proposed to address this problem?
- 7) How did Perón use 'populism' to articulate his political and economic strategy?
- 8) Explain the process of modernisation in Peru. What specific problems and challenges did this Andean country pose to those seeking political and economic change and what strategies were put forward to address them?
- 9) What do you understand by 'developmentalism' in Latin America? Explain one development model and give an example of a country where it was implemented.
- 10) What was the cause of the Latin American 'debt crisis' and explain some of its consequences?
- 11) How and why did neo-liberal policies replace 'developmentalism' in the 1970s & 80s?
- 12) How and why was the government of Salvador Allende in Chile deposed?
- 13) What have been the consequences of the implementation of neo-liberal policies in Latin America? Explain by use of a case study.
- 14) What specific developmental problems are faced by the islands of the Caribbean? Give two examples.
- 15) Why did the United States begin to take an interest in Latin America, and especially the Caribbean and Central America, at the end of the 19th and the beginning of the 20th centuries?
- 16) To what extent was Communism a threat to Latin America, and US interests in the region, during the Cold War?
- 17) What were the main reasons for the success of the Cuban Revolution in 1959?
- 18) Why did the US take an aggressive stance towards the Castro's Cuba and how did this impact on Latin America?
- 19) How and why did Latin America shift from being the most undemocratic region in the world to becoming one of the most democratic?
- 20) What impact did the democratisation and decentralisation movements in Latin America have on local government?
- 21) What are the objectives of the Bolivarian Alliance for the Peoples of our America (ALBA)?

- 22) What was the impact of the collapse of communism on Cuba?
- 23) How has Cuba extended its interests in Latin America? Cite examples.
- 24) Assess the economic performance of two Latin America economies during the new millennium.
- 25) 'The US is losing its influence on Latin America to the forces of globalisation'. Explain this statement.
- 26) Why has China taken an economic and strategic interest in Latin America? Give examples.
- 27) Many Latin American cities have Chinese quarters where people of Chinese descent live and work. How and why has China developed a diaspora in Latin America?
- 28) What are 'new social movements' in Latin America? Give examples.
- 29) What is Russia's interest in Latin America and does this reflect the growing collaboration between Beijing and Moscow?