

# Latin America

## Latin America Classes

### INTS 130: Introduction to Latin American Studies

This is an exploration and celebration of Latin America, the richly diverse and fascinating area of the world that includes Mesoamerica, South America and the Caribbean. We will use multiple perspectives that focus on race, gender, and class to understand the experiences and processes that have shaped the region. Students will reflect on identity, revolutions, social movements, nation-state formation, and modernization based on analysis of primary sources within cinema, music, literature, and historical documents along with many rich secondary sources. This class is a gateway into the study of Latin America at SUA and fulfills an enrollment prerequisite for several other courses. It is also highly recommended for students interested in traveling to Latin America for study abroad.

**Units:** 3

**Program:** [Latin America](#)

### INTS 210: US-Latin American Relations

This class begins when the Spanish colonies were much richer and more powerful than the British or Portuguese. Considering American ascendancy after independence, students will explore the reasons for uneven hemispheric development in institutions, governance, and patterns of colonialism. Students will look closely at the nineteenth and twentieth centuries, when the US often pursued its interests at the expense of its southern neighbors. Case studies of overt and covert operations include Mexico (1848), Nicaragua (1856), Cuba (1898), Guatemala (1956), Chile (1973), and Panama (1989). Despite the fact that the United States has also supplied billions of dollars in humanitarian aid to the region and remains its largest trading partner and important ally, Latin Americans retain a highly ambivalent attitude toward its northern neighbor. Many are attracted to American popular culture and goods, but are deeply distrustful of American political intent and economic power. Students who have completed Introduction to International Relations are encouraged to enroll.

**Units:** 3

**Program:** [Latin America](#)

### INTS 303: Brazil and Mexico in Global Context

This class begins with a question: What do the two largest and, arguably, most powerful nations in Latin America have in common? Brazil and Mexico are postcolonial societies of fallen Iberian empires. They are also regionally commanding, exceedingly diverse, devoutly Catholic, socially unequal and traditionally exploitative of their poor and weak (especially the indigenous peoples of Mexico or descendants of African slaves of Brazil). These countries also attract thousands of foreign visitors who marvel at their natural beauty and celebrate their rich multicultural traditions. Through history, politics, culture and current events, this class will compare and contrast these two diverse nations. Text, film, music and images will be used in a classroom environment that stresses multiple pedagogical styles. This class may be of special interest to students who wish to study abroad in Latin America.

**Units:** 3

**Prerequisites:**

INTS 130 or INTS 210 or instructor consent.

**Program:** [Latin America](#)

## INTS 323/SBS 323: Political Economy of Latin America

How does equitable growth occur, especially in a region where sustained growth and equality have long been elusive goals? In the last two decades, millions of Latin Americans have risen out of dire poverty, much of the region has democratized, and Latin American commodities have expanded into vast new markets, such as China. Nonetheless, poverty and inequality in the region (and its violent effects) remain pervasive and nearly intractable problems. Besides poverty and inequality, other course themes include liberalism, neoliberalism, structuralism, institutions and norms, civil society, foreign investment, globalization, and regional integration. The imposition of policies and “structural adjustment” by outsiders will be considered, as is the capacity of this region to generate new political and economic paradigms or policies, such as dependency theory and conditional cash transfers. Since “development” is a particular kind of utopia, cultural studies and anthropology are not excluded, but most material comes from economics and political science.

**Units:** 3

**Prerequisites:**

INTS 100/ECON 100, INTS 130 or instructor consent.

## INTS 325: Inequalities, Repression, and Resistance in Central America

Central America is often known as a region of rich cultural heritage but also a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by over 30 years of civil war and economic upheaval. Same as: ANTH 325.

**Units:** 3

**Prerequisites:**

INTS 130 or ANTH 100.

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## INTS 381: Political Islam

The course provides a multidisciplinary glimpse into the various ways that Islam manifests itself politically around the world. Part One looks to the faith – the scripture and organization of Islam. Part Two looks to the rise of Islamic politics in the post-colonial world. Then, the course will shift to discuss five manifestations which speak to the Janus-faced, conservative and progressive nature of Political Islam: violence, simmering wars, Sharia Law, social justice, and human rights. The course concludes by considering democracy in the ongoing evolution of Political Islam. The primary objective of this course is to help students understand the fragmented, even contradictory nature of Political Islam. Even terms such as jihad or sharia contain diverse messages, from demanding violence or promoting education. Students are expected to overcome images of Islam as monolithic, and instead to look to Islam as a living religion, one struggling with the same social issues facing all other world faiths.

**Units:** 3

**Prerequisites:**

Sophomore standing or instructor consent.

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[Global and Thematic Issues](#)

## INTS 382: Political Buddhism

This course seeks to unravel the Janus-faced nature of Political Buddhism. It provides a multidisciplinary glimpse into the ways that Buddhism manifests itself politically around the world. Part One looks to the faith – the beliefs, scripture and organization of Buddhism. Part Two looks to the rise of Buddhist politics in the post-colonial world. Part Three, the heart of the course, looks at key themes in Political Buddhism, such as democracy, war, gender, and other political issues. This course is more about the intersections between faith and politics more than it is about the faith in and of itself. Students are expected to overcome images of Buddhism as monolithic and as necessarily peaceful, even if it does contain a great wealth of peaceful, non-violent teachings. Buddhism is a living religion, one struggling with the same social issues facing all world faiths.

**Units:** 3

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[Global and Thematic Issues](#)