Latin America and China: The New Dynamics

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Weeks Professor in Latin American Studies
Professor of International Studies
W. 3.30-6.00
MM125D
Spring 2012

Office hours: By appointment. The fastest way to schedule an appointment with me is via Joselyn Garcia, Administrative Assistant, Center for Latin American Studies (CLAS): j.garcia27@miami.edu. Ph. (305) 284-1854.

Contact information: For questions and any matters other than scheduling an appointment, please contact me via email at armony@miami.edu.

Course Description:

China’s involvement in Latin America and the Caribbean is expanding in a spectacular way. In a time frame of less than a decade, China has gone from having virtually no presence in Latin America to being a very significant partner to a large number of Latin American countries. China’s presence in Latin America and the Caribbean is part of a more general policy of “going out” (zou chuqu), and needs to be understood —both analytically and empirically— within a larger context of globalization. This seminar will review the growing literature on the China-Latin America connection from the perspectives of policy, economics, society, culture, and history. Other cases of relevant Asian players in Latin America and newcomers (India) will be included as well. Our objective is to examine, analyze and debate the interaction between Asia/China and Latin America as an evolving field of study.

Requirements:

The course will be run as a research seminar, which means that it will require active student participation in the form of presentations, critical analysis, class discussion, and research. This is a field in the making. Accordingly, there are fantastic opportunities for exploring a variety of new issues, questions, and problems. There are only a handful of courses on this topic taught in the United States (and in the world), thus we will be exploring a new terrain. My goal is to make this course highly enjoyable as well as intriguing and challenging. If you finish this course with more questions than you had when you started it, I would be very pleased (as long as these are relevant questions!).
Goals, Evaluation and Grading:

You will be reading most of the existing literature on this topic, including forthcoming work that nobody else has read yet. We will work together to make the readings manageable for each week, but the amount of reading will be consistently substantial. Those of you interested in getting deeper into the course’s topics will have an opportunity to do so.

Each week, students will be responsible for presenting the readings in class. All students will read some common material. The rest of the readings will be divided among three groups. Students in each group will be responsible (individually) to present their assigned readings to the rest of the class. Graduate students are expected to complete the entire weekly reading assignment. It is expected that everyone in the class will participate in the discussion.

Students will be evaluated on the basis of their command and understanding of the material, analytical skills, communication skills (oral and written), critical thinking, quality of research, and intellectual creativity.

There will be three writing assignments: (1) a review essay of 3 books for graduate students (1 book for undergraduates), (2) a project proposal (3-5 pages), and (3) a research paper (20 pages for graduate students; 15 for undergraduates). More information about these assignments will be given in class.

Grading will be as follows: (1) Participation: 30%, (2) review essay: 20%, (3) project proposal: 10%, and (4) research paper: 40%.

The review essay will be due on March 9 (or before); project proposals will be due on March 23 (students will gain feedback as they present their ideas on March 7); and the research paper will be due on the date of the final exam. No extensions will be granted. The assignments are scheduled in order to give you enough time to plan ahead. Guidelines and criteria for the assignments will be distributed early in the semester.

In each class a few minutes will be devoted to comment the most relevant news of the preceding week related to the interactions between China (and Asia) and Latin America. Thus students must follow current events through national and international media.

On April 18th, 2012, the Center for Latin American Studies (CLAS) will host an international workshop entitled “Setting the Agenda: Asia and Latin America in the 21st Century.” This full-day workshop will be held at UM’s Alumni Center and will gather leading academic and policy experts to discuss major aspects of the relationship between the two regions. Topics will include Asia-Latin America in the context of globalization, comparative perspectives, empirical research, and a discussion on constructing a new field of study in Asia-Latin American interactions. Students in this course will be expected to attend the workshop and should make every effort to be there for the entire day (from 9:00am to 5:00pm).

At a Glance: Course Schedule and Readings:
<table>
<thead>
<tr>
<th>Date</th>
<th>Session description</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Introduction: The course, rules of the game, expectations, and goals.</td>
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<tr>
<td>January 25</td>
<td>Asia and Latin America: Selected ideas and perspectives (articles, book chapters, policy reports, and Congressional testimonies)</td>
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<tr>
<td>February 1</td>
<td>China in Latin America: Introductory background (Ellis. <em>China in Latin America: The Whats and Wherefores</em>)</td>
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<td>February 8</td>
<td>U.S.-China-Latin America Relations (Roett and Paz, eds. <em>China’s Expansion into the Western Hemisphere: Implications for Latin America and the United States</em>)</td>
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<td>February 22</td>
<td>An interdisciplinary approach to China-Latin America interactions (Hearn and León-Manríquez, eds. <em>China Engages Latin America: Tracing the Trajectory</em>)</td>
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<td>February 29</td>
<td>An emerging field of inquiry: Empirical research (Armony and Strauss, eds. <em>From the Great Wall to the New World: China and Latin America in the 21st Century</em>)</td>
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<td>March 7</td>
<td>Research project proposals: Student presentations and discussion</td>
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<td>March 14</td>
<td>Spring Break</td>
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<tr>
<td>March 21</td>
<td>Other players: Japan, Korea, and Taiwan (book chapters, articles, and reports)</td>
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<td>March 28</td>
<td>Coming next: India (reports, articles, and video material)</td>
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<tr>
<td>April 4</td>
<td>Research projects: Student presentations I</td>
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<tr>
<td>April 11</td>
<td>Research projects: Student presentations II</td>
</tr>
<tr>
<td>April 18</td>
<td>All-day workshop “Setting the Agenda for Asia and Latin America”</td>
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<td>April 25</td>
<td>Conclusions: Analytical overview</td>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 17</td>
<td>Tu.</td>
<td>Classes begin</td>
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<tr>
<td>March 10-18</td>
<td>Sa.-Su.</td>
<td>Spring recess</td>
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<tr>
<td>April 27</td>
<td>F.</td>
<td>Classes End</td>
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<tr>
<td>May 2-9</td>
<td>W.-W.</td>
<td>Final Exams</td>
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<tr>
<td>May 9</td>
<td>W.</td>
<td>Semester Ends</td>
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<tr>
<td>May 16</td>
<td>W.</td>
<td>Final grades available to Students in myUM</td>
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**Course Schedule and Readings:**
**January 18** - Introduction: The course, rules of the game, expectations, and goals

**January 25** - Asia and Latin America: Selected ideas and perspectives
Readings:
Beliefs and attitudes:

The U.S. factor:
- Testimony by Dr. Cynthia J. Arnson. (Senate Foreign Relations Committee - Subcommittee on the Western Hemisphere, 12 01, 2010). (Available at http://www.foreign.senate.gov/imo/media/doc/Arnson_Testimony.pdf)

China’s rise in the context of economics and defense/security:
- Ellis, R. Evan. *Latin America Outlook 2017*. Unpublished manuscript. (BB)
- Devlin, Robert, Antoni Estevadeordal, and Andrés Rodríguez-Clare. *The emergence of China: opportunities and challenges for Latin America and the Caribbean*. Washington: Inter-American Development Bank, 2006, chapters 1, 2, and 8. (BB)

**February 1** - China in Latin America: Introductory background
Readings:

**February 8** - U.S.-China-Latin America Relations
Readings:

**February 15** - China-Latin America: Economic issues
Readings:

**February 22** - An interdisciplinary approach to China-Latin America interactions
Readings:

**February 29** - An emerging field of inquiry: Empirical research
Readings:

**March 7** - Research project proposals: Student presentations and discussion (guidelines to be distributed prior to the session)

**March 14** - Spring Break

**March 21** - Other players: Japan, Korea, and Taiwan
Readings (additional material may be added):
- Selected articles from forthcoming issue of *Hemisphere* Magazine. (BB)
  - Japan:
    - ECLAC. “Economic Cooperation and Ties between Japan and Latin America and the Caribbean (Chapter V).” In *Latin America and the Caribbean in the World Economy, 2009-2010*, by ECLAC, pp. 143-164. (Available at [http://www.eclac.org/publicaciones/xml/6/40696/Economic_cooperation_between_Japan_Latin_America_Caribbean_Chapter_V.pdf](http://www.eclac.org/publicaciones/xml/6/40696/Economic_cooperation_between_Japan_Latin_America_Caribbean_Chapter_V.pdf))
  - Korea:

**Taiwan:**


**March 28** – Coming next: India

Readings and video:


Watch:


**April 4** – Research projects: Student presentations I

**April 11** – Research projects: Student presentations II

**April 18** – Workshop “Setting the Agenda for Asia and Latin America in the 21st Century”

**April 25** – Conclusions: Analytical overview

**List of Books** (Available at the UM Bookstore and on reserve at the Library):


Other materials (listed above under “Course Schedule and Readings”) are available online via live links or accessible via Blackboard (BB).