DESCRIPTION: The United States has a complex relationship with Latin America. This course seeks to explain the three most important issues in that relationship today—drugs, terrorism, and democracy—from the widely divergent perspectives of the two cultures. These three issues of drugs, terrorism, and democracy often mask other overriding concerns of the United States and of the individual Latin American countries such as oil and trade and the changing nature of the United States’ dominant but receding role in world affairs. Without a doubt the U.S. public views drugs as the most important of the three issues. And the United States does have a “drug problem,” and much of what it consumes does come from Latin America. Latin America, on the other hand, has had a long, ambiguous, and contentious relationship with the United States and tends to view the United States rather than drugs as the main problem. Mexico lost half of its national territory to the United States in the U.S.-Mexican War (1846-1848), and Colombia lost Panama and the future Panama Canal in 1903. The United States has periodically intervened in the affairs of individual Latin American countries during the 19th and 20th centuries and stationed troops there. Latin Americans often resent the dominant role the United States has played in the Western Hemisphere and have sometimes rebelled against the “leadership” of the United States to the extent that they have sided with the “enemies” of the United States. Witness the lack of diplomatic relations between the United States and Cuba for over fifty years.

GRADES: Loyola's final letter grades are: F, D, D+, C-, C, C+, B-, B, B+, A-, and A, and in this course they can be averaged by using the numbers 0 through 10.

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Your final grade is 1/3 quizzes, 1/3 discussion, and 1/3 final exam.

Quizzes (1/3 of final grade) Ordinarily at the beginning of every class, promptly at 9:30 there will be a quiz that will be worth at least ten points, sometimes more, so that bonus points will carry over for those quizzes where you do poorly. There will be approximately 38 quizzes as we work our way through the semester and through the MWF scheduled classes, each one keyed to the assigned reading or film for that day. Five of these 38 quizzes will be dropped and will not count against you although if you attended class on that day and did score any points, those points will carry over and will be included in your total points scored. There is an inherent advantage for those who do attend class regularly. If you took all 38 quizzes and scored 10 on each one of them, you would have a total of 380 points, which when divided by 33—since five quizzes are dropped—would give you 11.5 or 115% or an A for a grade for your quizzes.
Nevertheless, no one always scores 10 or more on every quiz and you will need some bonus points from time to time to up your point total. Occasionally a few students do score more than 100% or 10 or an A on their quiz grade but that does not carry over to your discussion or final exam grade.

No make-ups are given for these daily quizzes, ever! Anyone who is not in their seat when the quiz is handed out is automatically late, and while they may take the quiz, they must hand it in at the same time as the others. It is imperative, therefore, that you are in class and on time. When taking a quiz, the first thing you do is to put your name and the day’s date on that quiz.

The quizzes are designed so that you will read and study beforehand the basic content to be covered that day in class. It is the mastery of this detail that will lead you to a synthesis and coherent overview of the divergent perspective of the United States and of Latin America on the issue of drugs, terrorism, and democracy in the Americas. If for any reason a class is canceled, the quiz for the day class was not held plus the regular quiz will be given to test the student on the material assigned for both days. Therefore, there would be two quizzes given on the day classes meet for the first time after a canceled class, and three quizzes given on the day classes meet for the first time after two classes had been canceled one after the other. This has happened in the past when New Orleans was under the threat of a hurricane.

A typical quiz question might be a single or more than one ID, an identification, key term, chapter title, summary term, phrase, or question. A typical ID or key term would require you to identify the item in terms of: 1) what the item is (person, place, thing, artistic movement, political institution, book, etc.) and where it is found geographically, 2) what the dates are for its existence, and, most importantly, 3) why it is important. A bonus question might be another ID. History always unfolds in a space-time continuum so that a true understanding of the past or the future involves understanding its geographical context as well as its chronological sequence.

Another quiz or bonus question might provide you with a blank map of Latin America, Central America, Mexico, the Caribbean, South America, or an individual country on which you would be asked to identify the country and locate its capital as well any other city or geographical feature that is mentioned in your assigned readings for that class date. Blank maps are provided as needed and can be reproduced so that you can practice locating the places in question before you come to class to take your quiz. When a map is part of one of your daily class quizzes, you will be provided with a blank map on which you will locate the items selected.

**Discussion:** (1/3 of final grade) grade determined by participation and especially by the quality and relevance of the remarks made. The professor will throw questions out to the class, and if your hand goes up, I will probably call on you, so do participate. Participation does not necessarily mean you answered correctly although it does suggest you are trying. Eventually I will call on you even if you do not participate. Students usually respond correctly or incorrectly to factual questions. Students who are able to take these "correct answers" as building blocks or starting points and 1) cite analogous situations, 2) offer appropriate criticism of the comparisons made, and 3) synthesize the question at hand have gone a long way to mastering the art of discussion and will be rewarded accordingly with a higher grade. Synthesis by definition includes an ever-increasing hierarchy of correct response, analogy, and criticism. Synthesis is the culmination.
Correct responses are made up of self-evident facts, dates, chronology, events, personages, and sequences of events that can be clearly established from the assigned readings and films. These "facts" or "correct responses" offer a starting point with which a student can make comparisons or analogies with what the student already knows. This provides linkage with a larger construct that the student can then subject to criticism and analysis. After a certain amount of reflection, appropriate conclusions can be drawn. This synthesis provides nuance, depth, and dynamic explanation to the larger issue.

**Final Exam:** (1/3 of final grade) This exam is divided into four parts, each one worth 25% of the exam grade. Parts I & II each usually have 5 or more identifications of which you should answer only four and ignore the others. Parts III & IV each have two or more essay questions of which you should answer only one and ignore the others. Study the obvious and most important items that are discussed in class, that appear in your textbooks, and on your quizzes, because these are ordinarily what are selected for examination. **FINAL EXAM** is 9:00-11:00 a.m., Wednesday, May 7, 2014, in Bobet 212.

Do NOT use red ink or lead pencil whose lack of contrast makes for difficult reading. Good penmanship is appreciated.

Native Spanish speakers may write their quizzes and exams in Spanish if they prefer.

**BOOKS & READINGS:**

- The Economist (July 28-August 3, 2001), pp. 11-12, "The Case for Legalising Drugs."
- These above readings will be supplied free to students as handouts. The books below used in the course can be acquired in the Loyola bookstore.

Films: Blow (2001), Directed by Ted Demme, based on Bruce Porter's non-fiction book of the same name. Blow spans five decades of one man's journey from small town America to Medellín, Colombia. George Jung was the first American to partner with Colombian cartel boss, Pablo Escobar, to begin trafficking cocaine into the United States.

Our Lady of the Assassins (La Virgen de los Sicarios) (2001), Directed by Barbet Schroeder. Based on the novel La Virgen de los Sicarios (1994) by the Colombian Fernando Vallejo.

Course Calendar

01st Week Introduction; Historiography of Latin America; Defining the Drug Problem; Colombia
M 01-06 Introduction of Course
W 01-08 Historiography of Colonial Latin America (MPB, 686-690)
   IDs: Main Issues & Subjects of the Historiography: Pre-Columbian, Discovery, Conquest, Colonial Period, Independence, National Period, demographic disaster, mixing of the races, slavery, skewed development, understanding the Pre-Columbian past, land, precious metals, 18th Century Reforms, and Independence
F 01-10 Historiography of the Latin America’s National Period (MPB, 690-694)
   IDs: Main Issues & Subjects of the Historiography: nationalism, development, modernization, liberalism, conservatism, structuralism, dependency, barbarism, positivism, revolution, Daniel Cosío Villegas, race, authoritarianism, neoliberalism

02nd Week Defining the Drug Problem & Colombia
M 01-13 Brungardt, “Drugs,” in Iberia and the Americas, Vol. 2, pp. 413-419
W 01-15 "The Case for Legalising Drugs," The Economist, pp. 11-12.
   & "A Survey of Illegal Drugs," The Economist, 1-16.
F 01-17 “A Survey of Colombia: Drugs, War and Democracy,” The Economist, 1-16; (May 24, 2008), pp. 53-54

03rd Week Drugs & Violence in Colombia & U.S. Policy
   Driven, 2nd edition, pages 1-81
M 01-20 Martin Luther King Jr’s Birthday Holiday
W 01-22 Driven, 2nd edition, pages 1-11 & 13-45
F 01-24 Driven, 2nd edition, pages 47-81

04th Week U.S. Policy towards the Administrations of Samper & Pastrana
   Driven, 2nd edition, pages 83-176
M 01-27 Driven, 2nd edition, pages 83-116
W 02-29 Driven, 2nd edition, pages 117-143
F 02-31 Driven, 2nd edition, pages 145-176

M 02-03
W 02-05
F 02-07
06th Week  The Devil’s Table, Pataquiva’s Lament, The Magic Kingdom, & La Berraquera  More Terrible, 141-290.
M  02-10
W  02-12
F  02-14

07th Week  Film: BLOW
M  02-17  Film: Blow
W  02-19  Film: Blow
F  02-21  Film: Blow

08th Week  Kidnapping all of García Márquez's News of a Kidnapping
M 02-24  News of a Kidnapping, Acknowledgments & Chapters 1, 2, & 3.
W 02-26  News of a Kidnapping, Chapters 4, 5, & 6.
F  02-28  TBA

09th Week  MARDI GRAS HOLIDAYS, March 3-7, 2014
M 03-03  Mardi Gras Holiday
W 03-05  Mardi Gras Holiday
F  03-07  Mardi Gras Holiday

10th Week  Kidnapping all of García Márquez's News of a Kidnapping
M 03-10  News of a Kidnapping, Chapters 7 & 8.
W 03-12  News of a Kidnapping, Chapters 9 & 10.
F  03-14  News of a Kidnapping, Chapter 11 & Epilogue

11th Week  Ghosts, Poppies, Hippies, Cartels, Tycoons, Democrats
El Narco: Inside Mexico’s Criminal Insurgency, 1-108
M 03-17  Chapters 1 & 2
W 03-19  Chapters 3 & 4
F  03-21  Chapters 5 & 6

12th Week  Warlords, Traffic, Murder, Culture, Faith, Insurgency
El Narco: Inside Mexico’s Criminal Insurgency, 109-222
M 03-24  Chapters 7 & 8
W 03-26  Chapters 9 & 10
F  03-28  Chapters 11 & 12

13th Week  Prosecution, Expansion, Diversification, Peace
El Narco: Inside Mexico’s Criminal Insurgency, 223-296
M 03-31  TBA
W 04-02  Chapters 13 & 14
F  04-04  Chapters 15 & 16

14th Week  Film: OUR LADY OF THE ASSASSINS
M 04-07  Film: Our Lady of the Assassins
W 04-09  Film: Our Lady of the Assassins
F  04-11 Film: Our Lady of the Assassins

15th Week EASTER HOLIDAYS, APRIL 14-21, 2014
M 04-14 Easter Holiday
W 04-16 Easter Holiday
F 04-18 Easter Holiday

16th Week EASTER HOLIDAY & TBA
M 04-21 Easter Holiday
W 04-23 TBA
F 04-25 TBA

17th Week REVIEW FOR THE FINAL EXAM
M 04-28 Review
W 04-30 Review

18th Week FINAL EXAM
W 05-07 Final Exam 9:00-11:00 a.m., Wednesday, May 7, 2014