

# Latin American-US Relations

HIST 4378-001

Mondays and Wednesdays, 2:30-3:50

BUS 259

3 Credit Hours

Dr. Colin Snider

BUS 267

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Office Hours:

Mondays and Wednesdays, 4:00-5:30 PM

Or by Appointment

## General Course Description

This course is designed to examine Latin American-US relations from the 1800s forward. This course will attempt to provide a truly “inter-American” framework, looking at how Latin American nations have responded to and shaped US policy, society, and culture.

## Detailed Course Description

This course is designed to examine US-Latin American relations from the 1800s forward. This course will attempt to provide a truly “inter-American” framework, looking at how Latin American nations have responded to and shaped US policy, society, and culture as much as the US has taken a role in the political, social, cultural, and economic lives of Latin American citizens and states. This approach will allow us to understand the ways that the peoples of both Latin America and the United States have understood their own relations to one another culturally, socially, politically, and economically. As a result, this course will look at some of the major themes and questions of this era, including: How have Latin American countries and peoples viewed the US historically, and how has the US viewed the Americas historically? How have perceptions of the US and of Latin America changed over time? How did hemispheric relations shape nation-formation in North and South America? What were Latin American-US relations like during the Cold War? How have Latin American & US cultures interacted? What is the nature of US-Latin American relations in the 21<sup>st</sup> century? These are just some of the questions this course seeks to address. By addressing these and other issues, we will examine not only the ways in which historical processes played out in this period, but how we understand those processes today and what they mean to us historically, culturally, socially, and politically.

## Objectives

This class is designed to get students to generally understand the various narratives of inter-American relations between 1776 and the present, even while fostering the students’ ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, film, music, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of the history of inter-American relations. Finally, this class will help students apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the

semester, students will acquire the following skills:

- Broaden students' understanding of how to pursue historical investigation.
- Develop students' ability to read primary sources and understand the hidden social, cultural, political, economic, and other contexts they contain.
- Develop students' ability to interpret language and understand language as a window into relations of power, emotion, and bias.
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify key events, people, and institutions in the history of the Americas in the nineteenth, twentieth, and twenty-first centuries.
- Trace the ways in which independence and nation-building shaped and interacted in the Americas between 1776 and the 1880s.
- Trace the political, economic and social transformations in Latin American-US relations between 1865 and 1939.
- Trace the political, economic and social transformations in inter-American relations from the end of World War II to the end of the 20th century.
- Examine the effects of industrialization and globalization on hemispheric politics, economics and society.
- Examine the effects of a variety of different ethnic, cultural, and social groups in a transnational setting.
- Assess the impact of the historical development on contemporary issues in the Americas.
- Assess the role of individuals in social changes and processes in the Americas.
- Evaluate the impact of race, gender and class in an American comparative and global perspective.

### **Texts and Readings**

This course relies on a mixture of primary and secondary sources in order to get students to understand US history as people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore, and are mandatory reading. Books marked with an asterisk [\*] are available on Kindle, Nook, iPad, or other e-readers. The texts for this course are:

Holden, Robert, and Eric Zolov. *Latin America and the United States: A Documentary History*. 2<sup>nd</sup> Edition. Oxford: Oxford University Press, 2010.

\*Henderson, Timothy J. *A Glorious Defeat: Mexico and Its War with the United States*. New York:

Hill and Wang, 2008.  
Miller, Bonnie M. *From Liberation to Conquest: The Visual and Popular Cultures of the Spanish-American War of 1898*. Amherst, MA: University of Massachusetts Press, 2011.  
Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador, 2010.  
Sattamini, Lina Penna. *A Mother's Cry: A Memoir of Politics, Prison, and Torture under the Brazilian Military Dictatorship*. Durham: Duke University Press, 2010.  
Danner, Mark. *The Massacre at El Mozote*. New York: Vintage, 1994.

### **Course Requirements**

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student attendance and participation are required.** Students who miss more than four classes will receive a **zero** for their participation. It is the professor's prerogative to determine whether an absence can be excused, and **all excused** absences must be properly documented. Attendance and Participation make up 15% of the final grade. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

Additionally, students are expected to read anywhere from 150-300 pages a week. Discussions between students themselves and together with the professor will be a regular feature of the course, and so students must complete the assigned readings outside of the classroom. These readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills.

**Please Note:** In-class discussions will *always* fall on Wednesday.

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will be given two types of writing assignments. The first of these is a series of eight (8) short primary source analyses based upon the weekly readings. These are relatively short assignments, in which students are to consider a primary document from the week's readings and to provide a brief analysis of it. The form for these short analyses is available on Blackboard. Students are welcome to pick which source from the week's readings that they may analyze. These analyses will also serve as instruments in classroom discussion. Collectively, these primary source analyses are worth 10% of the student's final grade.

**Please Note:** Primary source analyses are *always* due on Monday.

The other writing assignment is an original research paper to be of 12-15 pages in length, due by the beginning of class on **Wednesday, November 19**. This paper will draw on your own research and analysis of both secondary and primary sources. Primary sources can include a variety of sources, including official documents, diaries and testimonies, films, photographs, music, and literature. As part of the paper assignment, you will be required to

meet with the professor in **week six**; in this meeting, you must bring with you *at least* five primary sources and *at least* three secondary sources that you have identified for your final paper. While you are not required to use all of these in your final paper, you must have them prepared by week six. Additionally, you are *required* to turn in an outline of your paper by **week ten**. Guidelines for the outline will be forthcoming. This paper composes **35%** of your final grade, broken down as follows: 5%, identification of sources; 10%, outline; and 20%, final paper.

Students will take two exams during the semester. Students who miss an exam without prior excuse will receive a Zero (0) on the exam. Upon the student's request, it is the professor's prerogative whether to permit the unexcused student to take a make-up exam. Each exam is worth 20% of your final grade. Collectively, these exams are thus worth 40% of your total grade for the course. The midterm exam will occur online, and is due by the end of the day on Friday, October 9. The final exam format will be determined in the course of the semester.

Please note that ***there is no extra credit opportunity*** included in the syllabus. As a result, per class policy, failure to complete the assignments cannot be amended with additional assignments. This policy applies to everybody within the classroom, without exceptions.

### **Grades**

As outlined above, the grades will be determined in the following manner:

Paper:	35%
Mid-Term Exam:	20%
Final Exam:	20%
Attendance & Participation:	15%
<u>Primary Source Analyses</u>	<u>10%</u>
<b>TOTAL:</b>	<b>100%</b>

### **Classroom Etiquette**

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use

your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.

- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

### **Attendance and Makeup Policy**

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than four unexcused absences will result in a failing grade on attendance and participation (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

**UT Tyler Honor Code** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Academic Integrity**

**Student Standards of Academic Conduct** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

*i. "Cheating"* includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks

constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

*ii. “Plagiarism”* includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

*iii. “Collusion”* includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

*iv. All written work that is submitted will be subject to review by plagiarism software.*

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Grade Replacement/Forgiveness and Census Date Policies** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

### **Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR

office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence due to Religious Observance** Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. (Revised 05/17)

**Student Absence for University-Sponsored Events and Activities** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**UT Tyler a Tobacco-Free University** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

**Campus Carry** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

## Class Outline

### **Week 1: Intro – What Is “Inter-American,” and What Does It Tell Us?**

Monday, August 28: Introduction – Hemispheric Independence: The U.S. and Latin America, 1776-1810

Monday, August 30: Tentative Connections: Inter-American Relations, 1821-1840

### **Week 2: Early Inter-American Relations – 1810-1840s**

*Readings: Holden & Zolov, pp. 5-35*

Monday, September 4: **LABOR DAY – NO CLASS**

Wednesday, September 6: Early Understandings of the Americas in the World

***Primary Source Analysis Opportunity #1 Due***

***In-Class Discussion of Primary Sources in Holden & Zolov***

### **Week 3: The Mexican-American War**

*Readings: Henderson, A Glorious Defeat*

Monday, September 11: “Manifest Destiny.” U.S. Rhetoric and Ideology in the 1840s

***Secondary Source Analysis Opportunity #1 Due***

Wednesday, September 13: “To the Halls of Montezuma”: War and Fallout in the Americas

***In-Class Discussion of Henderson, A Glorious Defeat, and Primary Sources in Holden & Zolov***

### **Week 4: The Americas between Wars – 1848-1880s**

*Readings: Holden & Zolov, pp. 36-81*

Monday, September 18: Shifting Attitudes in Inter-American Relations

***Primary Source Analysis Opportunity #2 Due***

Wednesday, September 20: The Rise of a “Colossus of the North”

***In-Class Discussion of Primary Sources in Holden & Zolov***

### **Week 5: The Growing Imperialism – 1870-1901**

*Readings: Miller, From Liberation to Conquest*

Monday, September 25: Growing Markets, Growing Intervention in the Americas, 1870s-1900s

***Secondary Source Analysis Opportunity #2***

Wednesday, September 27: A Burgeoning Empire? Inter-American Relations in the Late Nineteenth Century

***In-Class Discussion of Miller, From Liberation to Conquest***

### **Week 6: Towards Militarization – 1901-1929 [Meetings with Dr. Snider This Week]**

*Readings: Holden & Zolov, pp. 82-130*

Monday, October 2: The Border Becomes a Question – US-Mexico Relations, 1910-1920

***Primary Source Analysis Opportunity #3 Due***

Wednesday, October 4: Power and Politics in the Americas, 1901-1920s

***In-Class Discussion of Primary Sources in Holden & Zolov***

### **Week 7: Redefining the “Neighborhood” of the Americas, 1933-1945**

*Readings: Grandin, Fordlandia*

Monday, October 9: New Directions in Inter-American Relations?

***Secondary Source Analysis Opportunity #3 Due***

Wednesday, October 11: Neighbors, or Something Else?

***In-Class Discussion of Grandin, Fordlandia***

**Week 8: Cultural Politics in the Americas**

*Readings: Holden & Zolov, pp. 133-173*

Monday, October 16: Cultural Exchange and Inter-American Relations

***In-Class Film and Discussion – Saludos Amigos***

***Primary Source Analysis Opportunity #4 Due***

Wednesday, October 18: Framing a Postwar World – Inter-American Relations During World War II

**MIDTERM EXAM DUE BY 11:59 PM, FRIDAY OCTOBER 20**

**Week 9: A New Imperialism? The Americas in the Early Cold War, 1946-1959**

*Readings: Holden & Zolov, pp. 174-202, 205-206, 211-214, 230-232*

Monday, October 23: Ideological Polarization and Social Movements in the Americas, 1945-1954

***Primary Source Analysis Opportunity #5 Due***

Wednesday, October 25: The Return of Interventionism – 1954-1959

***In-Class Discussion of Primary Sources in Holden & Zolov***

**Week 10: The Cuban Revolution and the Americas [*Paper outline due this week*]**

*Readings: Holden & Zolov, pp. 202-204, 215-220, 233-238*

Monday, October 30: The Origins of the Cuban Revolution

***Primary Source Analysis Opportunity #6 Due***

Wednesday, November 1: The Fallout of Fidel – Responses to Cuba throughout the Americas

***In-Class Discussion of Primary Sources in Holden & Zolov***

**Week 11: Cold Warriors – Inter-American Relations, 1964-1980**

*Readings: Holden & Zolov, pp. 221-229, 238-292*

Monday, November 7: Bureaucratic Authoritarianism and Cold War Fears in the Americas

***Primary Source Analysis Opportunity #7 Due***

Wednesday, November 9: Diplomacy and Dictatorships during the Cold War

***In-Class Discussion of Primary Sources in Holden & Zolov***

**Week 12: The (Re)Birth of Human Rights in the Americas, 1964-1980**

*Readings: Sattamini, A Mother's Cry*

Monday, November 13: Democracy, But For (and According To) Whom? – Social Movements in the Cold War

***Primary Source Analysis Opportunity #8 Due***

Wednesday, November 15: The Transnational Movement for Human Rights

***In-Class Discussion of Sattamini, A Mother's Cry***

**Week 13: THANKSGIVING BREAK – NO CLASS**

**Week 14: Massacres and Markets – The Americas and “Lost Decades,” 1981-1990s**

*Readings: Danner, Massacre at El Mozote, and Holden & Zolov, pp. 293-334*

Monday, November 27: The Cold War Moves North... – Central America and Inter-American Relations

***Primary Source Analysis Opportunity #9 Due***

Wednesday, November 29: ...The Economy Moves South – Hemispheric Relations in the “Lost Decade”

***In-Class Discussion of Danner and Primary Sources in Holden & Zolov***

**THANKSGIVING BREAK, NOVEMBER 23-27**

**Week 15: Inter-American Relations at the Turn of the Millennium**

*Readings: Holden & Zolov, pp. 335-403*

Monday, December 1: From the Neoliberal Nineties to Latin America’s “Leftward Turn” – Inter-American Relations in the 1990s and 2000s

***Primary Source Opportunity #10 Due***

***[Final Research Paper Due Monday, December 4]***

Wednesday, December 4: ¿Estamos Adonde? Inter-American Relations in the 2000s

***In-Class Discussion of Primary Sources in Holden & Zolov***

**FINALS WEEK: Final Exam – Date/Time/Format TBA**