

# Latin American-US Relations

HIST 5378  
Fall 2017  
Mondays, 6:00-8:45 PM  
BUS 210  
3 Credit Hours

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BUS 267  
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Office Hours:  
Mondays, 4:00-6:00 PM  
Wednesdays, 4:00-5:00 PM  
Or by Appointment

## General Course Description

This course is designed to examine the historiography on Latin American-US relations from a variety of scholarly and thematic perspectives. This course will attempt to provide a truly “inter-American” framework, looking at how while simultaneously providing an understanding of how the nations of the Americas have responded to and shaped each other’s policies, societies, cultures, and economies.

## Detailed Course Description

This course is designed to examine the historiography of Latin American-US relations from the 1800s forward. This course will attempt to provide a truly “inter-American” framework, exploring the varying methodological and conceptual approaches to historical analysis of hemispheric relations. 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 historically, culturally, socially, politically, and economically. Finally, the historiographical approach will allow students to consider the varieties of historical interpretations, frameworks, and structures of analysis that scholars deploy in research and writing.

## Objectives

This class is designed to get students to generally understand the various historiographical narratives and analyses 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 rely on a wide range of readings to facilitate students’ critical analysis and breadth of knowledge in both the history of inter-American relations and the broader historiography of how scholarship has treated the subject. 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: 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, students will:

- Become familiar with the general social, cultural, and political history of inter-American relations from the early 1800s to the present.
- Become familiar with the broad historiographical debates and issues that have defined the history of US-Latin American relations.
- Develop the ability to think critically about historical monographs, including the merits or demerits of their source base, the quality of their arguments, and their contributions to the broader field of historiography, in and beyond Latin America and the United States.
- Become familiar with the theoretical and conceptual frameworks that historians employ in analyzing historical processes.
- Become familiar with what inter-American relations reveal about world history and historical process.
- Become familiar with and consider how trends in the history of Latin American-US relations can inform our understanding of history, cultures, societies, and peoples in other parts of the world.
- Understand the multifarious ways in which international relations shape political, social, cultural, and economic life on an individual, local, national, and transnational scales.

### **Texts and Readings**

Students are required to complete *all* of the readings for the course. As this is a graduate readings seminar, students are expected to complete one book a week. The books are as listed below.

- McGuinness, Aims. *Path of Empire: Panama and the California Gold Rush*. Ithaca, NY: Cornell University Press, 2009.
- 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.
- Seigel, Micol. *Uneven Encounters: Making Race and Nation in Brazil and the United States*. Durham: Duke University Press, 2009.
- Gobat, Michel. *Confronting the American Dream: Nicaragua under U.S. Imperial Rule*. Durham: Duke University Press, 2005.
- Garfield, Seth. *In Search of the Amazon: Brazil, the United States, and the Nature of a Region*. Durham: Duke University Press, 2013.
- Salvatore, Ricardo D. *Disciplinary Conquest: U.S. Scholars in South America, 1900-1945*. Durham: Duke University Press, 2016.
- Díaz, George T. *Border Contraband: A History of Smuggling Across the Rio Grande*. Austin: University of Texas Press, 2015.
- Cohen, Debora. *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States*.

- Chapel Hill: University of North Carolina Press, 2013.
- Schlesinger, Stephen, and Stephen Kinzer. *Bitter Fruit: The Story of the American Coup in Guatemala*. Revised and Expanded Edition. Cambridge, MA: David Rockefeller Center for Latin American Studies, 2005.
- Rabe, Stephen G. *The Killing Zone: The United States Wages Cold War in Latin America*. Second Edition. Oxford: Oxford University Press, 2015.
- Iber, Patrick. *Neither Peace nor Freedom: The Cultural Cold War in Latin America*. Cambridge, MA: Harvard University Press, 2015.
- Green, James N. *We Cannot Remain Silent: Opposition to the Brazilian Military Dictatorship in the United States*. Durham: Duke University Press, 2010.
- Chomsky, Aviva, *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class*. Durham: Duke University Press, 2008.

### **Course Requirements:**

There are three major elements that will make the totality of your grade in this seminar-style course: participation, a 20-25 page written paper, and presentations of said papers.

**Participation** will make up 30% of your grade. Of course, participation means coming to class well prepared and participating every week. **Three unexcused absences will result in a failing grade.** As part of your participation grade, you must submit at least two questions or comments on the assigned readings no later than 7 p.m. on the day preceding class. These questions will serve as a basis for class discussion and will be posted on Blackboard. When submitting questions please put your name in parentheses at the end of each comment or question so you can be credited in the master list of comments. Each student will also participate in leading at least one class discussion.

Participation also involves courtesy. I expect and anticipate healthy debate and my classroom tends towards informality. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or unnecessary profanity will result in: 1) a warning, 2) expulsion from an individual class meeting, and, should such behavior persist, 3) being dropped from the class.

**A historiographic essay** will make up 70% of your grade. This paper is to be 20-25 pages in length. The paper is due at the end of the semester. This essay will analyze the state of research in a particular subject or area of the history of Latin American-US relations, and will be based on a subject/conceptual framework that interests students. To aid the student in selecting a topic or/and theme, students are expected to meet with Dr. Snider in **week 7** to select a topic. Students will turn in an annotated bibliography of the works they have selected in **week 11**. This annotated bibliography will be worth 20% of the total paper grade, with the final paper making up the remaining 50% of the grade. We will discuss what an annotated bibliography is (and is not) as the semester progresses. The final paper will be due in **week 14**. There will be a guide on a historiographic essay is, and some of the methods and strategies for writing one, available on Blackboard.

### **Grades**

Based on the assignments outlined above, your grade breaks down as follows:

<b>Attendance and Participation</b>	30%
<b>Historiographic Essay's Annotated Bibliography</b>	20%
<b>Final Historiographic Essay</b>	50%
<b>TOTAL</b>	<b>100%</b>

### **Grade Scale**

Grades on assignments and the final grade will be based on the following grading scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

### **Suggested supplemental resources:**

For the final paper, students are expected to use the Chicago style. Students seeking general guidelines, aid, or reminders of Chicago's format may want to consult either of the two following guides to help you in formatting along these lines.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Eighth Edition. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. Sixteenth Edition. Chicago: University of Chicago Press, 2010.

### **Attendance and Makeup Policy**

Because this is a course that only meets once a week, students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade on attendance and participation (30% 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. There are no exams that will require makeup in this course. However, students 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. In the event a student has to miss an oral presentation for medical, family, or university-related reasons, the professor and the student can arrange a time to present their work to the class, at the professor's prerogative.

### **Syllabus Notice**

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work

done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

#### Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own. As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

**Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.**

Please read the complete policy at

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

#### 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. 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 is the deadline for many forms and enrollment actions that students need to be aware of. 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 Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including 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 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.

### **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.

### **Campus Carry**

The University of Texas at Tyler respects 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>

### **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).