

Latin American-US Relations

HIST 5378
Spring 2020
Tuesdays, 6:00-8:45 PM
CAS 208
3 Credit Hours

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Office Hours:
Mondays, 11:15AM-12:45 PM
Tuesdays, 4:00-5:30 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. Focusing on US-Latin American relations from the 1820s forward, this course will illuminate the various historiographical narratives and analyses of inter-American relations 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. 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. 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.

Colby, Jason M. *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America*. Ithaca, NY: Cornell University Press, 2011.

Gobat, Michel. *Confronting the American Dream: Nicaragua under U.S. Imperial Rule*. Durham: Duke University Press, 2005.

Graham, Jessica Lynn. *Shifting the Meaning of Democracy: Race, Politics, and Culture in the United States and Brazil*. Oakland: University of California Press, 2019.

Kang, Deborah. *The INS on the Line: Making Immigration Law on the US-Mexico Border, 1917-1954*. Oxford: Oxford University Press, 2017.

Borge, Jason. *Tropical Riffs: Latin America and the Politics of Jazz*. Durham: Duke University Press, 2018.

Roseblatt, Karin Alejandra. *The Science and Politics of Race in Mexico and the United States, 1910-1950*. Chapel Hill: University of North Carolina Press, 2018.

Roorda, Eric Paul. *The Dictator Next Door: The Good Neighbor Policy and the Trujillo Regime in the Dominican Republic, 1930-1945*. Durham: Duke University Press, 1998.

Iber, Patrick. *Neither Peace nor Freedom: The Cultural Cold War in Latin America*. Cambridge, MA: Harvard University Press, 2015.

McPherson, Alan. *Ghosts of Sheridan Circle: How a Washington Assassination Brought Pinochet's Terror State to Justice*. Chapel Hill: University of North Carolina Press, 2019.

Long, Tom. *Latin America Confronts the United States: Asymmetry and Influence*. Cambridge: Cambridge University Press, 2015.

Lindsey-Poland, John. *Plan Colombia: U.S. Ally Atrocities and Community Activism*. Durham: Duke University Press, 2018.

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. 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 6500-8000 words 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 by **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:

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

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. 17th Edition. Chicago: University of Chicago Press, 2017.

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.

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.

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
- UT Tyler Tutoring Center (903.565.5964), 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)

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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

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>

Course Calendar

Week 1 (1/14) – Introduction

Related Readings

- Coerver, Don M., and Linda B. Hall. *Tangled Destinies: Latin America and the United States*. Albuquerque: University of New Mexico Press, 1999.
- Galeano, Eduard. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press, 1997.
- Long, Tom. *Latin America Confronts the United States: Asymmetry and Influence*. Cambridge: Cambridge University Press, 2015.
- Longley, Kyle. *In the Eagle's Shadow: The United States and Latin America*. Second Edition. Wiley-Blackwell, 2009.
- O'Brien, Thomas F. *Making the Americas: The United States and Latin America from the Age of Revolutions to the Era of Globalization*. Albuquerque: University of New Mexico Press, 2007.
- Schoultz, Lars. *Beneath the United States: A History of U.S. Policy toward Latin America*. Cambridge, MA: Harvard University Press, 1998.
- Smith, Peter H. *Talons of the Eagle: Latin America, the United States, and the World*. Fourth Edition. Oxford: Oxford University Press, 2012.
- Weeks, Gregory B. *U.S. and Latin American Relations*. Second Edition. Hoboken, NJ: Wiley-Blackwell, 2015.

The United States and the Americas Series

- Atkins, G. Pope, and Larman C. Wilson. *The Dominican Republic and the United States: From Imperialism to Transnationalism*. Athens, GA: University of Georgia Press, 1997.
- Clayton, Lawrence A. *Peru and the United States: The Condor and the Eagle*. Athens, GA: University of Georgia Press, 1999.
- Conniff, Michael. *Panama and the United States: The End of the Alliance*. Third Edition. Athens, GA: University of Georgia Press, 2012.
- Ewell, Judith. *Venezuela and the United States: From Monroe's Hemisphere to Petroleum's Empire*. Athens, GA: University of Georgia Press, 1996.
- Langley, Lester. *America and the Americas: The United States in the Western Hemisphere*. Athens, GA: University of Georgia Press, 2010.
- Lehman, Kenneth D. *Bolivia and the United States: A Limited Partnership*. Athens, GA: University of Georgia Press, 1999.
- Leonard, Thomas M. *Central America and the United States: The Search for Stability*. Athens, GA: University of Georgia Press, 1991.
- Mora, Frank O., and Jerry W. Cooney. *Paraguay and the United States: Distant Allies*. Athens, GA: University of Georgia Press, 2007.
- Pérez, Jr., Louis A. *Cuba and the United States: Ties of Singular Intimacy*. Athens, GA: University of Georgia Press, 2003.
- Pineo, Ronn. *Ecuador and the United States: Useful Strangers*. Athens, GA: University of Georgia Press, 2007.
- Plummer, Brenda Gayle. *Haiti and the United States: The Psychological Moment*. Athens, GA: University of Georgia Press, 1992.

- Raat, W. Dirk, and Michael M. Brescia. *Mexico and the United States: Ambivalent Vistas*. Athens, GA: University of Georgia Press, 2010.
- Randall, Stephen J. *Colombia and the United States: Hegemony and Interdependence*. Athens, GA: University of Georgia Press, 1992.
- Sater, William. *Chile and the United States: Empires in Conflict*. Athens, GA: University of Georgia Press, 1991.
- Sheinen, David M. K. *Argentina and the United States: An Alliance Contained*. Athens, GA: University of Georgia Press, 2006.
- Smith, Joseph. *Brazil and the United States: Convergence and Divergence*. Athens, GA: University of Georgia Press, 2010.

Week 2 (1/21) – Latin American-US Relations between Early Republics

McGuinness, Aims. *Path of Empire: Panama and the California Gold Rush*. Ithaca, NY: Cornell University Press, 2009.

Related Readings

- Dawsey, Cyrus B. and James M. Dawsey, eds. *The Confederados: Old South Immigrants in Brazil*. Second Edition. Tuscaloosa, AL: University of Alabama Press, 1998.
- DeLay, Brian. *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War*. New Haven: Yale University Press, 2009.
- Grandin, Greg. *The Empire of Necessity: Slavery, Freedom, and Deception in the New World*. New York: Picador Books, 2014.
- Henderson, Timothy J. *A Glorious Defeat: Mexico and Its War with the United States*. New York: Hill and Wang, 2008.
- May, Robert E. *Manifest Destiny's Underworld: Filibustering in Antebellum America*. Chapel Hill: University of North Carolina Press, 2004.
- Polasky, Janet. *Revolutions without Borders: The Call to Liberty in the Atlantic World*. New Haven: Yale University Press, 2015.
- Sanders, James E. *The Vanguard of the Atlantic World: Creating Modernity, Nation, and Democracy in Nineteenth-Century Latin America*. Durham: Duke University Press, 2014.
- Sexton, Jay. *The Monroe Doctrine: Empire and Nation in Nineteenth-Century America*. New York: Hill and Wang, 2012.
- Sluyter, Andrew, Case Watkins, James P. Chaney, and Annie M. Gibson. *Hispanic and Latino New Orleans: Immigration and Identity Since the Eighteenth Century*. Baton Rouge: Louisiana State University Press, 2015.
- Stephanson, Anders. *Manifest Destiny: American Expansion and the Empire of Right*. New York: Hill and Wang, 1996.

Week 3 (1/28) – Latin American-US Relations at the Dawn of Empire

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.

Related Readings

- Briggs, Laura. *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto*

- Rico. Berkeley: University of California Press, 2002.
- Findlay, Eileen J. Suárez. *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920*. Durham: Duke University Press, 2000.
- Fountain, Anne. *José Martí, the United States, and Race*. Gainesville, FL: The University Press of Florida, 2014.
- Go, Julian. *American Empire and the Politics of Meaning: Elite Political Culture in the Philippines and Puerto Rico during U.S. Colonialism*. Durham: Duke University Press, 2008.
- Jacoby, Karl. *Shadows at Dawn: An Apache Massacre and the Violence of History*. Reprint edition. New York: Penguin Books, 2009.
- Perez, Louis A. *The War of 1898: The United States and Cuba in History and Historiography*. Chapel Hill: University of North Carolina Press, 1998.

Week 4 (2/4) – Latin American-US Relations and Labor

- Colby, Jason M. *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America*. Ithaca, NY: Cornell University Press, 2011.

Related Readings

- Cepek, Michael. *A Future for Amazonia: Randy Borman and Cofán Environmental Politics*. Austin: University of Texas Press, 2012.
- Dinius, Oliver, and Angela Vergara, eds. *Company Towns in the Americas: Landscape, Power, and Working-Class Communities*. Athens, GA: University of Georgia Press, 2011.
- Dosal, Paul J. *Doing Business with the Dictators: A Political History of United Fruit in Guatemala, 1899-1944*. Lanham, MD: Rowman & Littlefield, 1995.
- Dwyer, John. *The Agrarian Dispute: The Expropriation of American-Owned Rural Land in Postrevolutionary Mexico*. Durham: Duke University Press, 2008.
- Soluri, John. *Banana Cultures: Agriculture, Consumption, and Environmental Change in Honduras and the United States*. Austin: University of Texas Press, 2006.
- Striffler, Steve. *In the Shadows of State and Capital: The United Fruit Company, Popular Struggle, and Agrarian Restructuring in Ecuador, 1900-1950*. Durham: Duke University Press, 2001.
- Striffler, Steve, and Mark Moberg, eds. *Banana Wars: Power, Production, and History in the Americas*. Durham: Duke University Press, 2003.
- Soto Laveaga, Gabriela. *Jungle Laboratories: Mexican Peasants, National Projects, and the Making of the Pill*. Durham: Duke University Press, 2014.
- Southgate, Douglas, and Lois Roberts. *Globalized Fruit, Local Entrepreneurs: How One Banana-Exporting Country Achieved Worldwide Reach*. Philadelphia: University of Pennsylvania Press, 2016.

Week 5 (2/11) – Challenging Empire

- Gobat, Michel. *Confronting the American Dream: Nicaragua under U.S. Imperial Rule*. Durham: Duke University Press, 2005.

Related Readings

- Gleijeses, Piero. *Shattered Hope: The Guatemalan Revolution and the United States*,

- 1944-1954. Princeton: Princeton University Press, 1992.
- LaFeber, Walter. *Inevitable Revolutions: The United States in Central America*. Second Edition. New York: W. W. Norton & Company, 1993.
- Langley, Lester D. *The Banana Wars: United States Intervention in the Caribbean, 1898-1934*. Second Edition. Lanham, MD: Rowman & Littlefield, 2001.
- McPherson, Alan. *A Short History of U.S. Interventions in Latin America and the Caribbean*. Malden, MA: Wiley-Blackwell, 2016.
- Mills, Bill. *Treacherous Passage: Germany's Secret Plot against the United States in Mexico during World War I*. Lincoln, NE: Potomac Books, 2016.
- Renda, Mary A. *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940*. Chapel Hill: University of North Carolina Press, 2001.
- Threlkeld, Megan. *Pan American Women: U.S. Internationalists and Revolutionary Mexico*. Philadelphia: University of Pennsylvania Press, 2014, p. 246
- Tillman, Ellen D. *Dollar Diplomacy by Force: Nation-Building and Resistance in the Dominican Republic*. Chapel Hill: University of North Carolina Press, 2016.

Week 6 (2/18) – Politics, Race, and Culture

- Graham, Jessica Lynn. *Shifting the Meaning of Democracy: Race, Politics, and Culture in the United States and Brazil*. Oakland: University of California Press, 2019.

Related Readings

- Garfield, Seth. *In Search of the Amazon: Brazil, the United States, and the Nature of a Region*. Durham: Duke University Press, 2013.
- Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador, 2010.
- Seigel, Micol. *Uneven Encounters: Making Race and Nation in Brazil and the United States*. Durham: Duke University Press, 2009.

Week 7 (2/25) – Migration Flows and Nation

- Kang, Deborah. *The INS on the Line: Making Immigration Law on the US-Mexico Border, 1917-1954*. Oxford: Oxford University Press, 2017.

Related Readings

- Barber, Llana. *Latino City: Immigration and Urban Crisis in Lawrence, Massachusetts, 1945-2000*. Chapel Hill: University of North Carolina Press, 2017.
- Cohen, Debora. *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States*. Chapel Hill: University of North Carolina Press, 2013.
- Díaz, George T. *Border Contraband: A History of Smuggling Across the Rio Grande*. Austin: University of Texas Press, 2015.
- Enciso, Fernando Saúl Alanís. *They Should Stay There: The Story of Mexican Migration and Repatriation during the Great Depression*. Translated by Russ Davidson. Chapel Hill: University of North Carolina Press, 2017.
- García, Mario T. *The Latino Generation: Voices of the New America*. Chapel Hill: University of North Carolina Press, 2014.
- Heidbrink, Lauren. *Migrant Youth, Transnational Families, and the State: Care and Contested Interests*. Philadelphia: University of Pennsylvania Press, 2014.

- Loza, Mireya. *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and Political Freedom*. Chapel Hill: University of North Carolina Press, 2016.
- McKiernan-González, John. *Fevered Measures: Public Health and Race at the Texas-Mexico Border, 1848-1942*. Durham: Duke University Press, 2012.
- Overmyer-Velázquez, Mark. *Beyond La Frontera: The History of Mexico-U.S. Migration*. Oxford: Oxford University Press, 2011.
- Ramírez, Daniel. *Migrating Faith: Pentecostalism in the United States and Mexico in the Twentieth Century*. Chapel Hill: University of North Carolina Press, 2015.
- Rodriguez, Naomi Glenn-Levin. *Fragile Families: Foster Care, Immigration, and Citizenship*. Philadelphia: University of Pennsylvania Press, 2017.
- Romo, Harriett D., and Olivia Mogollon-Lopez, eds. *Mexican Migration to the United States: Perspectives from Both Sides of the Border*. Austin, TX: University of Texas Press, 2016.
- Simon, Suzanne. *Sustaining the Borderlands in the Age of NAFTA: Development, Politics, and Participation on the US-Mexico Border*. Nashville, TN: Vanderbilt University Press, 2014.
- Sitting, Ann L., and Martha Florinda González, *The Mayans Among Us: Migrant Women and Meatpacking on the Great Plains*. Lincoln, NE: Bison Books, 2016.
- Truett, Samuel. *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands*. New Haven: Yale University Press, 2008.
- Truett, Samuel, and Elliott Young, eds. *Continental Crossroads: Remapping U.S.-Mexico Borderlands History*. Durham: Duke University Press, 2004.
- Valerio-Jimenez, Omar S. *River of Hope: Forging Identity and Nation in the Rio Grande Borderland* Durham: Duke University Press, 2013.

Week 8 (3/3) – Cultural Exchanges in the Americas

Borge, Jason. *Tropical Riffs: Latin America and the Politics of Jazz*. Durham: Duke University Press, 2018.

Related Readings

- Abreu, Christina D. *Rhythms of Race: Cuban Musicians and the Making of Latino New York City and Miami, 1940-1960*. Chapel Hill: University of North Carolina Press, 2015.
- Karush, Matthew B. *Musicians in Transit: Argentina and the Globalization of Popular Music*. Durham: Duke University Press, 2017.
- Rivera-Rideau, Petra R. *Remixing Reggaetón: The Cultural Politics of Race in Puerto Rico*. Durham: Duke University Press, 2015.
- Zolov, Eric. *Refried Elvis: The Rise of the Mexican Counterculture*. Berkeley: University of California Press, 1999.

Week 9 (3/10) – Spring break – no class

Week 10 (3/17) – Politics, Race, and Nation

Roseblatt, Karin Alejandra. *The Science and Politics of Race in Mexico and the United States, 1910-1950*. Chapel Hill: University of North Carolina Press, 2018.

Related Readings

- Flores, Ruben. *Backroads Pragmatists: Mexico's Melting Pot and Civil Rights in the United States*, Philadelphia: University of Pennsylvania Press, 2014.
- Goldstein, Alyosha, ed. *Formations of United States Colonialism*. Durham: Duke University Press, 2014.
- Milian, Claudia. *Latinizing America: Black-Brown Passages and the Coloring of Latino/a Studies* Athens, GA: University of Georgia Press, 2013.
- Molina, Natalia. *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Berkeley: University of California Press, 2014.
- Moreno, Julio. *Yankee Don't Go Home!: Mexican Nationalism, American Business Culture, and the Shaping of Modern Mexico, 1920-1950*. Chapel Hill: University of North Carolina Press, 2003.
- Salvatore, Ricardo D. *Disciplinary Conquest: U.S. Scholars in South America, 1900-1945*. Durham: Duke University Press, 2016.

Week 11 (3/24) – Diplomacy and Dictatorship

- Roorda, Eric Paul. *The Dictator Next Door: The Good Neighbor Policy and the Trujillo Regime in the Dominican Republic, 1930-1945*. Durham: Duke University Press, 1998.

Related Readings

- Cullather, Nick. *Secret History: The CIA's Classified Account of Its Operations in Guatemala, 1952-1954*. Second Edition. Stanford: Stanford University Press, 2006.
- Immerman, Richard H. *The CIA in Guatemala: The Foreign Policy of Intervention*. Austin: University of Texas Press, 1982.
- Paterson, Thomas G. *Contesting Castro: The United States and the Triumph of the Cuban Revolution*. Seventh Edition. Oxford: Oxford University Press, 1995.
- 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.
- Threlkeld, Megan. *Pan American Women: U.S. Internationalists and Revolutionary Mexico*. Philadelphia: University of Pennsylvania Press, 2014, p. 246
- Tillman, Ellen D. *Dollar Diplomacy by Force: Nation-Building and Resistance in the Dominican Republic*. Chapel Hill: University of North Carolina Press, 2016.
- Tota, Antonio Pedro. *The Seduction of Brazil: The Americanization of Brazil during World War II*. Translated by Lorena B. Ellis. Austin: University of Texas Press, 2010.

Week 12 (3/31) – The Cultural Cold War

- Iber, Patrick. *Neither Peace nor Freedom: The Cultural Cold War in Latin America*. Cambridge, MA: Harvard University Press, 2015.

Related Readings

- Brands, Hal. *Latin America's Cold War*. Cambridge, MA: Harvard University Press, 2012.

- Cohn, Deborah. *The Latin American Literary Boom and U.S. Nationalism during the Cold War*. Nashville, TN: Vanderbilt University Press, 2012.
- Field, Thomas C. *From Development to Dictatorship: Bolivia and the Alliance for Progress in the Kennedy Era*. Ithaca, NY: Cornell University Press, 2014.
- Joseph, Gilbert M., Catherine C. LeGrand, and Ricardo Salvatore, eds.. *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*. Durham: Duke University Press, 1998.
- Keller, Renata. *Mexico's Cold War: Cuba, the United States, and the Legacy of the Mexican Revolution*. Cambridge: Cambridge University Press, 2017.
- Kirkendall, Andrew J. *Paulo Freire and the Cold War Politics of Literacy*. Chapel Hill: University of North Carolina Press, 2010.
- Semán, Ernesto. *Ambassadors of the Working Class: Argentina's International Labor Activists and Cold War Democracy in the Americas*. Durham: Duke University Press, 2017.
- Taffett, Jeffrey. *Foreign Aid as Foreign Policy: The Alliance for Progress in Latin America*. New York: Routledge, 2007.
- Tinsman, Heidi. *Buying into the Regime: Grapes and Consumption in Cold War Chile and the United States*. Durham: Duke University Press, 2014.

Week 13 (4/7) – Human Rights, Anti-Communism, and Cold War Terrorism

- McPherson, Alan. *Ghosts of Sheridan Circle: How a Washington Assassination Brought Pinochet's Terror State to Justice*. Chapel Hill: University of North Carolina Press, 2019.

Related Readings

- Danner, Mark. *The Massacre at El Mozote*. New York: Vintage, 1994.
- Dinges, John. *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*. New York: The New Press, 2005.
- Flores, Ruben. *Backroads Pragmatists: Mexico's Melting Pot and Civil Rights in the United States*. Philadelphia: University of Pennsylvania Press, 2014.
- Gill, Leslie. *The School of the Americas: Military Training and Political Violence in the Americas*. Durham: Duke University Press, 2004.
- Grandin, Greg. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Metropolitan Books, 2006.
- Grandin, Greg. *Kissinger's Shadow: The Long Reach of America's Most Controversial Statesman*. New York: Metropolitan Books, 2015.
- Grandin, Greg. *The Last Colonial Massacre: Latin America in the Cold War*. Second Edition. Chicago: University of Chicago Press, 2011.
- Green, James N. *We Cannot Remain Silent: Opposition to the Brazilian Military Dictatorship in the United States*. Durham: Duke University Press, 2010.
- Grow, Michael. *U.S. Presidents and Latin American Interventions: Pursuing Regime Change in the Cold War*. Lawrence, KS: University of Kansas Press, 2008.
- Kelly, William Patrick. *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*. Cambridge: Cambridge University Press, 2018.
- Harmer, Tanya. *Allende's Chile and the Inter-American Cold War*. Chapel Hill:

- University of North Carolina Press, 2014.
- Huggins, Martha K. *Political Policing: The United States and Latin America*. Durham: Duke University Press, 1998.
- McCaffrey, Katherine T. *Military Power and Popular Protest: The U.S. Navy in Vieques, Puerto Rico*. New Brunswick, NJ: Rutgers University Press, 2002.
- Olcott, Jocelyn. *International Women's Year: The Greatest Consciousness-Raising Event in History*. Oxford: Oxford University Press, 2017.
- Qureshi, Lubna Z. *Nixon, Kissinger, and Allende: U.S. Involvement in the 1973 Coup in Chile*. Lanham, MD: Lexington Books, 2009.
- Rabe, Stephen G. *The Killing Zone: The United States Wages Cold War in Latin America*. Second Edition. Oxford: Oxford University Press, 2015.
- Sattamini, Lina Penna. *A Mother's Cry: A Memoir of Politics, Prison, and Torture under the Brazilian Military Dictatorship*. Durham: Duke University Press, 2010.
- Shayne, Julie, ed. *Taking Risks: Feminist Activism and Research in the Americas*. Albany, NY: State University of New York Press, 2015.
- Stites-Mor, Jessica, ed. *Human Rights and Transnational Solidarity in Cold War Latin America*. Madison: University of Wisconsin Press, 2013.

Wee 14 (4/14) – International Relations in the Americas

- Long, Tom. *Latin America Confronts the United States: Asymmetry and Influence*. Cambridge: Cambridge University Press, 2015.

Related Readings

- Gleijeses, Piero. *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*. Chapel Hill: University of North Carolina Press, 2003.
- Leogrande, William M. *Our Own Backyard: The United States in Central America, 1977-1992*. Chapel Hill: University of North Carolina Press, 2000.
- Leogrande, William M., and Peter Kornbluh. *Back Channel to Cuba: The Hidden History of Negotiations between Washington and Havana*. Chapel Hill: University of North Carolina Press, 2015.
- McPherson, Alan, and Yannick Wehrli, eds. *Beyond Geopolitics: New Histories of Latin America at the League of Nations*. Albuquerque: University of New Mexico Press, 2015.
- Schoultz, Lars. *That Infernal Little Cuban Republic: The United States and the Cuban Revolution*. Chapel Hill: University of North Carolina Press, 2009.

Week 15 (4/21) – The More Things Change...Latin America & the US into the 21st Century

- Lindsey-Poland, John. *Plan Colombia: U.S. Ally Atrocities and Community Activism*. Durham: Duke University Press, 2018.

Related Readings

- Chomsky, Aviva, *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class*. Durham: Duke University Press, 2008.
- Morley, Morris, and Chris McGillion, eds. *Cuba, the United States, and the Post-Cold War World: The International Dimensions of the Washington-Havana*

Relationship. Gainesville, FL: University Press of Florida, 2005.
Wilkinson, Daniel. *Silence on the Mountain: Stories of Terror, Betrayal, and Forgetting in Guatemala*. Durham: Duke University Press, 2004.

Week 16 (4/28) – Student Presentations