

Latin American-US Relations

HIST 4397-002

Tuesdays and Thursdays, 9:30-10:50

Ratliff Building North (RBN) – Room 2007

3 Credit Hours

Dr. Colin Snider

BUS 267

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Fall 2015

Office Hours:

Tuesdays, 2:00-5:00 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 21st 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*. 2nd 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.

*Colby, Jason M. *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America*. Cornell: Cornell University Press, 2013.

*Chomsky, Aviva. *A History of the Cuban Revolution*. Malden, MA: Wiley-Blackwell, 2010.

*Green, James N. *We Cannot Remain Silent: Opposition to the Brazilian Military Dictatorship in the United States*. Durham: Duke University Press, 2010.

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 Thursday.

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 Tuesday.

The other writing assignment is an original research paper to be of 12-15 pages in length, due by the beginning of class on **Thursday, 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%
Primary Source Analyses	10%
TOTAL:	100%

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.

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 offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu.

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.

Class Outline

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

Tuesday, August 25: Introduction

Thursday, August 27: Hemispheric Independence: The U.S. and Latin America, 1776-1810

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

Readings: Holden & Zolov, pp. 5-20, 28-32

Tuesday, September 1: Tentative Connections: Inter-American Relations, 1821-1840

Primary Source Analysis Opportunity #1 Due

Thursday, September 3: Early Understandings of the Americas in the World

In-Class Discussion of Primary Sources in Holden & Zolov

Week 3: The Mexican-American War

Readings: Henderson, A Glorious Defeat; Hoden & Zolov, pp. 21-28; 33-35

Tuesday, September 8: “Manifest Destiny.” U.S. Rhetoric and Ideology in the 1840s

Primary Source Analysis Opportunity #2 Due

Thursday, September 10: “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

Tuesday, September 15: Shifting Attitudes in Inter-American Relations

Primary Source Analysis Opportunity #3 Due

Thursday, September 17: 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: Colby, The Business of Empire

Tuesday, September 22: Growing Markets – Intervention in the Americas, 1901-1929

Thursday, September 24: A Burgeoning Empire? Inter-American Relations in the Late Nineteenth Century

In-Class Discussion of Colby, The Business of Empire

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

Readings: Holden & Zolov, pp. 82-130

Tuesday, September 29: The Border Becomes a Question – US-Mexico Relations, 1910-1920

Primary Source Analysis Opportunity #4 Due

Thursday, October 1: 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: Holden & Zolov, pp. 133-173

Tuesday, October 6: New Directions in Inter-American Relations?

Primary Source Analysis Opportunity #5 Due

Thursday, October 8: Neighbors, or Something Else?

In-Class Discussion of Primary Sources in Holden & Zolov

MIDTERM EXAM DUE BY 11:59 PM, FRIDAY OCTOBER 9

Week 8: Cultural Politics in the Americas

Tuesday, October 13: Cultural Exchange and Inter-American Relations

In-Class Film: The Three Caballeros

Thursday, October 15: Framing a Postwar World – Inter-American Relations During World War II

In-Class Film: Saludos Amigos

In-Class Discussion of films

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

Tuesday, October 20: Ideological Polarization and Social Movements in the Americas, 1945-1954

Primary Source Analysis Opportunity #6 Due

Thursday, October 22: 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: Chomsky, A History of the Cuban Revolution; Holden & Zolov, pp. 202-204, 215-220, 233-238

Tuesday, October 27: The Origins of the Cuban Revolution

Primary Source Analysis Opportunity #7 Due

Thursday, October 29: 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, 238-296

Tuesday, November 3: Bureaucratic Authoritarianism and Cold War Fears in the Americas

Primary Source Analysis Opportunity #8 Due

Thursday, November 5: 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: Green, We Cannot Remain Silent

Tuesday, November 10: Democracy, But For (and According To) Whom? – Social Movements in the Cold War

Thursday, November 12: The Transnational Movement for Human Rights

In-Class Discussion of Green's We Cannot Remain Silent

Week 13: Massacres and Markets – The Americas and “Lost Decades,” 1981-1990s [Final Research Paper Due Thursday]

Readings: Holden & Zolov, pp. 293-334

Tuesday, November 17: The Cold War Moves North... – Central America and Inter-American Relations

Primary Source Analysis Opportunity #9 Due

Thursday, November 19: ...The Economy Moves South – Hemispheric Relations in the “Lost Decade”

In-Class Discussion of Primary Sources in Holden & Zolov

THANKSGIVING BREAK, NOVEMBER 23-27

Week 14: Inter-American Relations at the Turn of the Millennium

Readings: Holden & Zolov, pp. 335-403

Tuesday, 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

Thursday, December 3: ¿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

Reminder: Primary source analyses are *always* due on Tuesday. In-class discussions will *always* fall on Thursday.