

HISTORY 255
LATIN AMERICA AND THE UNITED STATES:
THE HISTORY OF THEIR RELATIONS

Spring 2008

Professor: Kym Morrison, Ph.D.

Email - morrisonk@moravian.edu

(610) 625-7957

Office Hours: Mon, Weds 2:30–3:30,

Tues 11:30-12:30,

and by appointment.

Office - Comenius 302

Course Description

This course prompts students to explore the historical transformations in the various relations connecting the nations of Latin America with the United States. This historiography, or different ways historians have thought about these relationships will be a central aspect of the course. By the end of the term, students should be able to competently discuss issues of national sovereignty, economic development, political revolution, defense strategy, and human rights, as they pertain to these relations. The materials for this course give special attention to Mexico, the Caribbean, and Central America in their interaction with the U.S. This class is structured around student-led discussions and in-class writing exercises, which are supplemented by professorial lectures. Memorization is only a small aspect of this course. Instead, students are required to develop their own critical understanding of this history based on the evaluation and synthesis of supporting evidence.

Course Objectives

In conjunction with the LinC M5 requirement, you are encouraged

- § to further your understanding of the academic discipline of history as defined by its inquisitive, interpretative, expository, and argumentative elements;
- § to identify and analyze the ways in which the history of the relations between the nations of Latin America and the United States has been “constructed,” or created, through the interpretation of the remnants of the past;
- § to develop the research skills to locate the primary and secondary sources appropriate for the exploration of this history;
- § to evaluate primary sources and to understand their use in the construction of history;
- X to become familiar with some of the methodologies and critical perspectives employed by historians to understand and explain the relations between Latin America and the United States;
- X to develop clarity of professional expression when writing or speaking about the major events and people that historically have shaped these relations; and
- X to consider AGENCY and CONTINGENCY in the interactions between Latin America and United States.

Required Texts:

Holden and Zolov, eds. *Latin America and the United States: A Documentary History*.

(Hereafter *H&Z*)

Joseph, Legrand, Salvatore, *Close Encounters of Empire* (Hereafter *Close*)

LaRosa, Michael, and Frank Mora, *Neighborly Adversaries*

Renda, Mary. *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940*.

Schoultz, Lars. *Beneath the United States: A History of the U.S. Policy Toward Latin America*. Two recommended books are Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, and a good dictionary.

There are also several short articles available on the course BlackBoard site or that I will distribute. Reading assignments will be approximately 100-150 pages per week. Students should be prepared to commit approximately nine (9) hours per week to this course in addition to the scheduled meeting times. Students who are unfamiliar with Latin American history are encouraged to use John Chasteen, *Born in Blood and Fire* for background reference, although this is not a course requirement. I do not assume that you have any knowledge of Latin American history when you begin this course. You should know the location of Latin American nations.

Requirements and Evaluation:

- 10% Participation is based on your contribution to provocative debates (with interesting questions and responses), and your ability to respectfully allow others to do the same, and your completion of in-class exercises.
- 12% Essay Draft (See Historiographic Essay).
- 10% Annotated Bibliography related to the final paper. This should cover ten secondary and two primary sources.
- 20% Two In-Class Presentations (approximately 30 minutes) and Topic Outlines (1-2 pages). In groups of two or three, you will analyze the scholarly readings and, when applicable, relate it to the class-assigned primary sources. Please avoid summary.
- 28% Discussion Papers - Also, on seven occasions you will prepare and submit a list of three or four paragraph-length discussion points related to the readings and primary documents. Again, please avoid summary. These papers are due during the assigned dates on which you are not giving the class presentation. **No late discussion papers will be accepted.**
- 20% Final Historiographic Essay and Presentation (10-13 pages). You will analyze and compare the historical arguments and evidence in at least six secondary sources that are related to a single issue in Latin American and U.S. relations.

Attendance Policy: Since success in the course is closely linked to comprehension of the presentation material and lectures, you should not plan to miss class. I will take attendance and will lower your final grade by a letter grade for every three classes that you miss or for which you arrive late. If you plan to arrive more than five minutes late to class, consider making other arrangements. Absence on the date of an assignment will be excused only with a note for the appropriate college administrator or recognized physician.

Also, as a courtesy, please set all personal communication devices to silent mode.

Submission Formats and Late Policy - All submissions should be typewritten, with one-inch margins on all sides. The discussion papers, annotated bibliographies, and outlines should be single-spaced. All other submissions should be double spaced. The font should be between 11 and 12 points. The student's name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins.

This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with my prior approval.

All papers are due at the beginning of class on their due dates. Ten points will be deducted from the paper's grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.

College Policies

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, melmr01@moravian.edu. Please make these arrangements within the first few weeks of the course.

B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Question of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards section.

Topics and Reading Schedule:

Week 1

1/14 Introduction – What types of contacts have U.S. Americans and Latin Americans had? How Does One Explore that History? What good has the U.S. done in Latin America? How have Latin America and Latin Americans influenced the U.S.?

1/16 Reading- Michael LaRosa and Frank Mora, “Contentious Neighbors in the Western Hemisphere.”

Homework Assignment and Presentation - For an assigned Latin American or Caribbean country, summarize the demographics, political system, and major economic activities; beginning with the nineteenth century list five major elements or moments in its relationship with the U.S.; and find a brief primary source text or image that says something about the historical relationship between that country and the U.S. Finally, list two questions that you would want to answer about the relationship.

Film – *Maria Full of Grace*, on Blackboard.

Week 2 Precursors of the Relations between the U.S. and Latin American Nations

1/21 - Martin Luther King Holiday (No Class)

1/23 Readings handout

Source - The Treaty of Friendship, Limits, and Navigation, 1795.

<http://www.yale.edu/lawweb/avalon/diplomacy/spain/sp1795.htm>

Source - The Louisiana Purchase, 1803

<http://www.yale.edu/lawweb/avalon/diplomacy/france/louis1.htm>

Source – No Transfer Doctrine H&Z no. 2.

Week 3 Latin American Independence and the Monroe Doctrine..

1/28 - Lars Schoultz, “Encountering Latin America,” pp. 1-13

Dexter Perkins, “The Monroe Doctrine, 1823-1826,”

The Limits of Sympathy: The United States and the Independence of Spanish America Piero Gleijeses

Journal of Latin American Studies, Vol. 24, No. 3. (Oct., 1992), pp. 481-505.

Stable URL: <http://links.jstor.org/sici?sici=0022->

216X%28199210%2924%3A3%3C481%3ATLOSTU%3E2.0.CO%3B2-2

1/30 (Discussion paper 1)

Source – “Cuba: ‘An Apple Severed by the Tempest from Its Native Tree’” H&Z no. 2

Source - The Monroe Doctrine, Holden and Zolov, no. 3.

Source - “The United States: ‘Destined to Plague America with Torments’,” H&Z no. 5

Source - “The United States: ‘An Inconceivable Extravaganza’,” H&Z no. 10.

2/4 Week 4 Manifest Destiny, Mexico, and War

Readings - Schoultz, “Acquiring Northern Mexico,” pp. 14-38.

Rodríguez Díaz, María, “Mexico's Vision of Manifest Destiny during the 1847 War.”

Journal of Popular Culture; Fall2001, Vol. 35 Issue 2, p41

<http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=9105863&site=ehost-live>

(click PDF)

Popular Website - <http://www.pbs.org/kerawar/ushistory/flash.html>

(compare any two historiographic segments of this site with the previous articles).

2/6 Source - “Texas, Mexico, and Manifest Destiny,” H&Z no. 7

Source - The Treaty of Guadalupe Hidalgo, H&Z no. 11

Source - “Vanity and Ambition on the Rio Grande,” H&Z no. 31.

University of Texas – Austin, De la Peña Website

<http://www.cah.utexas.edu/exhibits/Pena/english/exhibit4.html>

Film – *Unsolved History: The Alamo*, on class Blackboard site

2/11- Week 5 The Beginning of Empire: Cuba and the Spanish American War

Readings - Schoultz, “Imperial Mentality,” pp. 78-90 and “Establishing an Empire: Cuba and the War with Spain,” pp. 125-151.

[1898: The opposition to the Spanish-American war](#). By: Gleijeses, Piero. *Journal of Latin American Studies*, Nov2003, Vol. 35 Issue 4, p681-719, 39p

2/13 (Discussion Paper 2)

Source - “The Lessons of History,” H&Z no. 19

Source - “The Character of the United States,” H&Z no. 21

Source - “The Calvo Clause,” H&Z no. 23.

Source – “Anti-Imperialism in the United States,” H&Z no. 26

Source - The Platt Amendment, H&Z no. 29

Week 6

2/18 - Theodore Roosevelt’s Corollary and Dollar Diplomacy

Readings - Schoultz, “Chastising Chronic Wrongdoing,” pp. 177-204

Anderson, Kevin M. “The Venezuelan claims controversy at the Hague, 1903,” *Historian*, Spring95, Vol. 57, Issue 3 (In Academic Search Elite)

Source - The Roosevelt Corollary to the Monroe Doctrine, H&Z no. 37.

Source - "The Dominican Republic Challenge," H&Z no. 38

Source - "Managing Nicaragua," H&Z no. 39.

2/20 - The Cultural Approach: Moving Beyond Diplomatic History

Readings –Emily Rosenberg, "Turning to Culture," in *Close*

María del Carmen Suescun Pozo, "From Reading to Seeing, Doing and Undoing Imperialism in the Visual Arts" in *Close*.

Week 7 A Post-Modern Approach

2/25 - Envisioning the U.S. through Haitian Occupation

Mary Renda, *Taking Haiti*, prologue and chapter 1 (**Discussion paper 3**)

Film on course Blackboard site – *The Gringo in Mañanaland*

2/27 – Mary Renda, *Taking Haiti*, Chapters 2-4

Spring Break March 3rd to 9th

Week 8 A Post-Modern Approach continued

3/10 – Renda, Chapters 5 and 6

Film on course blackboard site – *The Emperor Jones*

3/11 – Renda, Chapter 7 and Conclusion (**Discussion paper 4**)

Week 9 The Culture of Imperialism

3/17 - (**Annotated Bibliography Due**)

Eileen Finlay, "Love in the Tropics," in *Close*.

3/19 – Eric Paul Roorda, "The Cult of the Airplane Among U.S. Military Men and Dominicans," in *Close*.

Week 10 Emergence of Cold War Anti-Communism

3/24 - Schoultz, "Combating Communism with Friendly Dictators," pp. 332-348

Cole Blasier, "The Hovering Giant: U.S. Responses To Revolutionary Change in Latin America"

Schlesinger and Kinzer, "Bitter Fruit: The Untold Story of the American Coup in Guatemala"

3/26 – (**Discussion Paper 5**)

Source - "A Charter of Covert Action," H&Z no. 68

Source - "A Realist Views Latin America," H&Z no. 72

Source - "Terminating a Revolution in Guatemala," H&Z no. 75

Source - "Taming a Revolution in Bolivia," H&Z no. 77.

Week 11

3/31 - Reading - Seth Fein, "U.S. Film Propaganda in Cold War Mexico" in *Close*.

Source – "The Culture of Imperialism" H&Z no. 101

Film on course Blackboard site – *The Three Caballeros*

4/2 - (**Paper Draft Due – first 6 pages**)

The Cuban Revolution and its International Impact –

Alan Luxenburg, "Did Eisenhower Push Castro into the Arms of the Soviets?"

Jules Benjamin, "Interpreting the U.S. Reaction to the Cuban Revolution, 1959-1960,"

Week 12

4/7 – Easter Break

4/9 – **(Discussion Paper 6)**

Source - “With Castro in the Sierra Maestra,” H&Z no. 78

Source - “Debating Cuba and Castro,” H&Z no. 81

Source - “Listen, Yankee,” H&Z no. 82

Week 13

4/14 -- The Bay of Pigs and the Cuban Missile Crisis

Readings - Len Scott and Steve Smith, “American Foreign Policy-Past and Present Lessons of October: Historians, Political Scientists, Policy-Makers and the Cuban Missile Crisis,”

International Affairs (Royal Institute of International Affairs 1944-), Vol. 70, No. 4. (Oct., 1994), pp. 659-684. (On JSTOR, search under authors and political science category)

Source - “Lessons of the Bay of Pigs,”

Source - “The Foco Theory,” H&Z no. 90

4/16 – **Discussion Paper 7**

The Reagan Era, the 1980s -

Readings - James M. Scott, “Interbranch Rivalry and the Reagan Doctrine in Nicaragua,”

Political Science Quarterly, Vol. 112, No. 2. (Summer, 1997), pp. 237-260.

(On JSTOR, search under title and political science category)

Source - “Teaching Sabotage,” H&Z no. 109

Source - “The United States Condemned,” H&Z no. 110

Source - “We Say No,” H&Z no. 115

Week 14

4/21 – Immigration, Drugs and Other Inter-American Relations

Bagley and Tokatlin, “Dope and Dogma: Explaining the Failure of U.S.-Latin American Drug Policies,”

LaRosa and Ingwersen, “U.S. Immigration Policies in Historic Context: A Latin American Case Study”.

Source - “Drugs and Democracy in Bolivia,” H&Z no. 122

Source – Proposition 187, H&Z 120

Film – *Life and Debt*

4/23 – Final Presentations (First Six Students)

Final Papers Submission and Presentations - Due on the final date for the class.

The instructor reserves the right to modify this syllabus with appropriate notification in class.