

Office Hours: Tuesday and Thursday 2:30PM-3:15PM

Monday and Wednesday 10:45AM-11:30AM

Or by appointment.

Course description

In this course we will explore some of complex connections and conflicts between Latin American nations and the United States, focusing particularly on Mexico, the Caribbean, and Central America. In the first two weeks of the course looked at different understandings of the terms “history,” “America,” and “Latin America,” as well as developing a set of questions, guidelines, and grading criteria for this course. In the remaining weeks, we will develop a set of reading and research projects that will explore specific questions in Latin America-US relations, building on each other chronologically and thematically. These projects will help us accomplish the following:

- Gain a basic familiarity with key events, processes, and questions in the history of Latin America-US relations.
- Develop nuts-and-bolts historiographic skills, including research, analytical thinking, writing, and teaching.
- Develop real-life skills that will continue to serve us long after we leave Moravian—wherever our personal journeys lead us, and whatever careers we choose. These skills include analytical thinking, research, persuasion, teaching, and time management.
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Grading, evaluation, and course requirements

I do not assume that you have any knowledge of Latin American history when you begin this course. Readings generally will be around 100-150 pages a week. You should be prepared to commit approximately nine hours a week to this course in addition to the scheduled meeting times. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards sections. All members of the classroom community should treat each other with respect at all times.

Based on your feedback, grades will be based on the following criteria:

- ❖ Participation and presentations (60%)
 - *Responses to course readings and lectures (25%)*. These responses will take many forms, including in-class discussions and debates, short writing assignments, and possibly quizzes. I will grade your responses based on your understanding of the course readings; your creative engagement with the questions raised in class discussions, lectures, and study guides; and the clarity of your written and spoken discussions. You may miss three response assignments, no questions asked, without any adverse effect on your grades.
 - *Teaching presentations and responses (35%)*. Please see the research project guide on p. 6 for more details.
- ❖ Research papers (40%). Please see the research project guide on p. 2 for more details. I will base the grades on the clarity of your argument, how well you marshal evidence to support it, and how well you relate your questions and ideas to broader themes that we have discussed in this course. The final papers are due by 8:30AM, Thursday, December 18, and a half-grade will be deducted for every day it is late.

CALENDAR

Part One

Introduction

<u>August 25</u> Discussion	<u>Introduction</u> What is history? What is “Latin America”? What can history teach us about Latin America-US relations?
<u>August 27</u> Writing Lecture	“America”: <u>An Etymology</u> “Self-Evaluation” and “Evaluation, Grading, and Course Requirements” “America: An Etymology”
<u>September 1</u>	<u>Labor Day: No Class</u>
<u>September 3</u> Lecture/discussion Reading/discussion	“America”: <u>An Etymology (continued)</u> Discussion of student responses to “Self Evaluation” and “Evaluation, Grading, and Course Requirements” questionnaires Many Americas (see handout on Blackboard)
<u>September 8</u> Reading/discussion Lecture/discussion Research project	<u>Latin American Independence and the Monroe Doctrine</u> Many Americas, continued (see handout on Blackboard) Syllabus Please email your tentative selection for your research project by 5PM on Tuesday, September 9.
<u>September 10</u>	<u>Library workshop (meet in library)</u>

Part Two

Europe and “America” in the Late 18th and Early 19th Centuries

<u>September 15</u> Reading/discussion	<u>Entangled Empires in the Atlantic World</u> “AHR Forum: Entangled Empires in the Atlantic World,” <i>American Historical Review</i> 112:3 (June 2003), pp. 710-800 (available electronically). [Focus on essays by Gould and Cañizares-Esguerra, pp. 764-800] <i>Written responses to readings due at start of class.</i> <i>(Questions will be posted on Blackboard by Thursday, September 10.)</i>
<u>September 17</u> Reading/discussion	<u>Entangled Empires in the Atlantic World, continued</u> Eliga Gould, “Entangled American Histories: A Response from the Anglo-American Periphery,” <i>American Historical Review</i> 112:5 (December 2007), pp. 1415-22 (available electronically). Jorge Cañizares-Esguerra, “The Core and Peripheries of Our National Narratives: A Response from IH-35,” <i>American Historical Review</i> (December 2007), pp. 1423-31 (available electronically).
<u>September 22</u> Background Source texts	<u>Latin American Independence and the Monroe Doctrine</u> <i>Please see the discussion questions. Written responses are due at the start of class.</i> Lars Schoultz, <i>Beneath the United States</i> , Chapter One. The Monroe Doctrine, <i>Latin America and the United States</i> , no. 3. Simón Bolívar, “The United States: ‘Destined to Plague America with Torments’,” <i>Latin America and the United States</i> , no. 5. Domingo Faustino Sarmiento, “The United States: ‘An Inconceivable Extravaganza’,” <i>Latin America and the United States</i> , no. 10.

September 24 & 29 Student presentations
Please see handout for guidelines and schedule.

October 1 No class

Part Three Expansionism and Slavery, 1810-1870

October 6 Midterm recess (no class)

October 8 US expansionism and slavery in Mexico and the
Background Schoultz, *Beneath the United States*, Chapter 2-5.
Source texts “Texas, Mexico, and Manifest Destiny,” *Latin America and the US*, no. 7.
 The Treaty of Guadalupe Hidalgo, *Latin America and the US*, no. 11.
 “Vanity and Ambition on the Rio Grande,” *Latin America and the US*, no. 31.
 William H. Emory, excerpt from Border Survey Report. (Posted on
 Blackboard.)
 “Filibuster,” *Latin America and the US*, no. 14.
 “Santo Domingo Seeks Annexation by the United States,” *Latin America and*
the US, no. 16.

October 13 Student presentations

October 15 No class

Part Four Establishing an Empire, 1898-1932

October 20 Establishing an Empire
Please see the discussion questions. Responses are due at the start of class.
Background Schoultz, *Beneath the United States*, Chapters Eight and Nine.
 Eileen J. Findlay, “Love in the Tropics: Marriage, Divorce, and the
 Constructions of Benevolent Colonialism in Puerto Rico, 1898-1910,” in *Close*
Encounters, pp. 139-72.
Source texts Please read and be prepared to discuss at least two of the following source texts:
 “The Lessons of History,” *Latin America and the US*, no. 19.
 “The Character of the United States,” *Latin America and the US*, no. 21.
 “The Calvo Clause,” *Latin America and the US*, no. 23.
 The Platt Amendment, *Latin America and the US*, no. 29.
 “I Took Final Action in 1903,” *Latin America and the US*, no. 34.
 “To Roosevelt,” *Latin America and the US*, no. 35.

October 22 No class

<u>October 27</u>	<u>Revolution, Intervention, and State Formation in Mexico and Nicaragua</u> <i>Please see the discussion questions. Responses are due at the start of class.</i>
Background	Michael Werner, "After the Fall: California, Texas, New Mexico, and Chihuahua." (Slideshow on Blackboard) Michael Werner, "Pancho Villa's Raid on Columbus, NM." (Slideshow on Blackboard.) Michael J. Schroeder, "The Sandino Rebellion Revisited," in <i>Close Encounters</i> , pp. 208-68.
Source texts	Please read and be prepared to discuss at least <u>two</u> of the following source texts: "El corrido de Pancho Villa" and "La cucaracha" (Blackboard) "Vanity and Ambition on the Río Grande," <i>Latin America and the US</i> , no. 31. "The Pact of the Embassy," <i>Latin America and the United States</i> , no. 40. "The State Department and Public Opinion," <i>Latin America and the United States</i> , no. 43
<u>October 29-Nov. 3</u>	<u>Student presentations</u>

Part Five Ambivalent Neighbors, 1933-1958

<u>November 5</u>	<u>The "Good Neighbor" Policy</u>
Background	Schoultz, <i>Beneath the United States</i> , Chapt. 15.
Lecture	The Ironies of Populism in Mexico
Source texts	Please read and be prepared to discuss at least three of the documents in <i>Latin America and the United States</i> , Part IV.
<u>November 10</u>	<u>The Cold War: Bolivia and Guatemala</u>
Background	Schoultz, <i>Beneath the United States</i> , Chapt. 16-17.
Source texts	Please read and be prepared to discuss at least three of the documents in <i>Latin America and the United States</i> , Nos. 68-77.
<u>November 12 & 17</u>	<u>Student presentations</u>

Part Six Intervention and Revolution, 1959-1988

<u>November 19</u>	<u>"Dependency" and its Discontents</u>
Background	Schoultz, <i>Beneath the United States</i> , Chapt. 18.
Source texts	Please read and be prepared to discuss at least three of the documents in <i>Latin America and the United States</i> , Nos. 78-100.
<u>November 24</u>	<u>States of Siege</u>
Film	Costa Gravas, <i>Missing</i> (1982)
Source texts	Please read and be prepared to discuss at least three of the documents in <i>Latin America and the United States</i> , Nos. 101-15.
<u>November 26</u>	<u>No class</u>
<u>December 1 & 3</u>	<u>Student presentations</u>

Part Seven

New World Borders

December 8

The Panama Invasion

Film

The Panama Deception (1992)

<http://video.google.com/videoplay?docid=-446387292666223710>

Source texts

Please read and be prepared to discuss at least two of the documents in *Latin America and the United States*, Part V.

December 10

Reimagining Latin America-US Relations

Source text

Optional rough drafts of papers due at start of class.

María del Carmen Suescun Pozas, "From Reading to Seeing: Doing and Undoing Imperialism in the Visual Arts," in *Close Encounters*, pp. 525-56.

Final Presentations

Thursday, December 18, 8:30AM

Final papers due

RESEARCH PROJECTS

For your research projects, you will select a commodity that has been particularly important in Latin America-US relations. In some instances, it might make sense to focus on a particular country, locality, or case study. A few possible themes include the following:

Sugar	Oil	Pharmaceuticals
Coffee	Silver	Trans-isthmus RR/canal route
Maize	Copper	Railroads
Bananas	Film	Tourist sites
Guano	Arms	Prostitution
Henequen/sisal	Automobiles	Agricultural labor (in US)
Marijuana	Pesticides'	Domestic labor (in US or
Cocaine	Fertilizers	among US expatriates)

Teaching component (35% of course grade).

Over the course of the semester, you will give two short classes (around 10 minutes) in which you discuss your topic during the unit's time period. A few important questions:

- Where does the market for this commodity come from, and how has it evolved?
(For example, how were sugar, coffee, and oil transformed from rare luxuries to "necessities" for US consumers?)
- What inputs were needed to make and distribute this commodity (E.g., land, labor, equipment and supplies, ports and railroads, specialized knowledge, etc.)?
- Who controlled these different parts of the production and distribution process, and how did they gain and maintain this control?
- How were the consumption, distribution, and consumption of this commodity affected by other events, processes, and structures in Latin America-US relations?

We also will briefly present our final research findings at the end of the semester.

Final paper (40% of course grade)

I will base the grades on the clarity of your argument, how well you marshal evidence to support it, and how well you relate your questions and ideas to broader themes that we have discussed in this course. The final papers are due by 8:30AM, Thursday, December 18, and a half-grade will be deducted for every day it is late. I am not specifying a length for the final paper, but it will be very difficult for you to develop and support your argument in less than 12 pages. I will pass out more specific guidelines later in the semester.